



Colegio San Agustin

Dasmarinas Village, Makati

IBDP Inclusion Policy

Version 1

November 2024

Updated: August 18, 2025

I. International Baccalaureate 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 programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

II. The IB Learner Profile

The aim of the IB program is to develop internationally minded people who recognise their common humanity and shared guardianship of the planet; help to create a better and more peaceful world.

IB learners 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 analyze 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 carefully to the perspectives 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 experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in 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 with 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 in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

III. The IBDP Curriculum Model



IV. CSA Vision and Mission Statements

The school's vision:

A Christian community committed to the building up of the City of God through the formation of true and future-ready Augustinian servant leaders.

The school's mission:

Colegio San Agustin-Makati is committed to the cause of the Kingdom, the salvific mission of the Church, by providing quality and relevant Catholic Augustinian education to the youth, through excellent curricular and co-curricular offerings, integration of faith and life, care for God's creation, development of moral and social virtues, promotion of health and cultural programs, and fostering of civic and patriotic attitudes and global citizenship. All these are geared to the holistic development of the learners, dynamic and innovative servant leadership, and community life centered upon God.

V. Inclusive Education at CSA Makati

Rooted in the spirit of St. Augustine, we are committed to fostering an inclusive learning environment where every individual is valued, respected, and empowered. Through a holistic approach to education, we seek to nurture compassionate, reflective, and principled students who embrace diversity, celebrate community, and act with integrity. Guided by the Augustinian principles of love and service, we strive to create a

compassionate, collaborative space where each learner is encouraged to achieve their full potential, academically and personally, in a global context of mutual respect and understanding.

VI. The IB Learner Profile and Core Connections to Augustinian Teaching

- A. **Community & Unity in Diversity:** The Augustinian tradition emphasizes the importance of community and unity, particularly in a diverse world. This resonates with the IB values of inclusivity, respect for differences, and collaborative learning.
- B. **Love & Service:** Augustinian spirituality is centered on love and service, values that directly inspire the IB attributes of caring, principled action, and empathy.
- C. **Humility & Seeking Truth:** St. Augustine's journey was a lifelong pursuit of truth, knowledge, and faith. His openness to learning from others, and his humility in the search for understanding, strongly align with the IB learner profile's emphasis on inquiry, knowledge, and reflection.

By weaving these Augustinian teachings into the IB Learner Profile, we can cultivate not only globally minded learners but also individuals who live with integrity, compassion, and a deep sense of purpose, drawing from both intellectual and spiritual traditions.

VII. Introduction to the CSA Inclusion Policy

Our Inclusion Policy is grounded in the belief that every student has the right to access an equitable, supportive, and nurturing educational environment. This policy reflects our commitment to providing all learners, regardless of their individual differences, with the opportunities and resources they need to succeed. Embracing diversity in all its forms—whether it be academic, cultural, physical, emotional, or social—we recognize that each student brings unique strengths and perspectives that enrich our community.

Guided by the principles of respect, equity, and inclusion, this policy ensures that all students are valued and empowered to reach their full potential. In line with both our Augustinian values of love, service, and community, as well as the International Baccalaureate (IB) mission, we are dedicated to fostering an environment where inclusion is not just a practice but a fundamental aspect of our school's ethos, supporting every learner's journey toward academic, social, and personal growth.

VIII. Principles of the IB Inclusion Policy

A. Equity and Access

Every learner, regardless of background, ability, or personal circumstance, has the right to access a high-quality, challenging education. Our commitment to equity ensures that all students are given the resources, support, and opportunities they need to succeed academically and personally, in alignment with the principles of the IB Learner Profile.

B. Respect for Diversity

We embrace the diverse strengths, perspectives, and needs of all students. Whether in terms of culture, learning styles, language, or abilities, we recognize that diversity enriches the learning community. We celebrate differences and create an environment where all students feel valued, respected, and understood.

C. Inclusive Practices in Teaching and Learning

The curriculum, teaching strategies, and assessments are designed to be flexible and responsive to the diverse needs of learners. We use differentiated instruction and personalized learning approaches to ensure that all students can access the curriculum, thrive in their learning, and meet their potential, regardless of their abilities or challenges.

D. Holistic Support for Learners

Inclusion is not only about academic success but also about fostering the emotional, social, and physical well-being of every student. Our policy emphasizes the importance of a multi-faceted support system that includes special education services, counseling, and extracurricular activities to nurture the whole child, both inside and outside the classroom.

E. Collaboration and Partnership

Inclusion is a shared responsibility. Teachers, administrators, students, parents, and support staff collaborate closely to create a learning environment where every student can thrive. Through open communication and active partnerships, we ensure that support is holistic and continuous, addressing the individual needs of each learner.

F. Student Agency and Voice

Students are active participants in their own learning and are encouraged to take ownership of their educational journey. We foster an environment where students' voices are heard, and their feedback is valued in shaping the way the school supports their learning, allowing them to grow as independent, responsible, and reflective individuals.

G. Professional Development and Capacity Building

Continuous professional development is crucial to maintaining an inclusive educational environment. We are committed to providing teachers and staff with the necessary training, resources, and support to enhance their skills in differentiating instruction, addressing diverse learning needs, and promoting inclusive practices across all areas of school life.

H. Continuous Reflection and Improvement

Inclusion is a dynamic and ongoing process. We regularly evaluate the effectiveness of our inclusive practices through data collection, reflection, and feedback from students, parents, and staff. This ensures that our policies and practices evolve in response to changing needs and are continuously improved to better support all learners.

I. Commitment to Values-Based Inclusion

Our inclusion policy is deeply rooted in the core values of respect, integrity, compassion, and justice. We aim to create a learning environment that mirrors the spirit of inclusion found in the IB's ethos and the Augustinian values of community and service, where each student is treated with dignity and encouraged to develop their unique potential.

J. Global Citizenship and Social Responsibility

In line with the IB mission, our inclusion policy promotes global awareness and social responsibility. We aim to empower students not only to succeed within the school community but also to contribute positively to the wider global society. Through inclusive practices, we prepare students to engage in the world as compassionate, open-minded, and principled individuals who respect and care for others.

These principles outline the foundation of an IB Inclusion Policy that ensures every student has the opportunity to learn and grow in an environment that celebrates diversity, supports individual needs, and promotes shared responsibility for inclusion.

IX. Objectives of the Inclusion Policy

These objectives reflect the values of St. Augustine and the Augustinian educational tradition while aligning with the IB's commitment to inclusive and transformative education. By focusing on love, respect, service, and personal growth, our inclusion policy aims to create an environment where every student is empowered to reach their full potential in mind, body, and spirit.

To achieve this, we aim to:

A. To Foster a Community of Love and Respect

Rooted in the Augustinian values of love and humility, we aim to create a nurturing and respectful community where each student is valued and recognized as a unique individual. By cultivating empathy, kindness, and mutual respect, we support students in developing positive relationships with their peers, teachers, and the broader school community.

B. To Promote Equality and Access for All Learners

In the spirit of St. Augustine's belief in the inherent dignity of every person, we are committed to ensuring that all students—regardless of background, ability, or personal circumstances—have equal access to educational opportunities. Our policy aims to remove barriers to learning and to ensure that every student can achieve their potential, fostering an environment where no one is left behind.

C. To Encourage Holistic Development of Each Student

Guided by the Augustinian understanding of the human person as a whole—mind, body, and spirit—we strive to support the holistic development of each learner. Our inclusion policy seeks to promote academic growth alongside emotional, social, and spiritual well-being, enabling students to become well-rounded individuals who contribute to their communities with compassion and integrity.

D. To Cultivate a Spirit of Service and Social Responsibility

St. Augustine's teachings emphasize the importance of service to others and acting in solidarity with those who are marginalized. Our policy encourages students to engage in acts of service and to take responsibility for creating an inclusive environment. Through fostering a sense of justice and compassion,

we aim to develop students who care for and advocate on behalf of those in need, both within the school and in the wider community.

E. To Promote Reflective Practice and Personal Growth

Reflecting the Augustinian emphasis on self-examination and continual learning, we encourage students to reflect on their personal experiences, challenges, and growth. Our policy supports students in developing self-awareness, resilience, and the ability to learn from their mistakes, fostering an environment where they can learn from both success and failure in a safe and supportive space.

F. To Empower Students to Be Principled and Ethical Global Citizens

In keeping with the Augustinian commitment to truth and justice, our policy aims to develop students who not only excel in their academic pursuits but also act with integrity and responsibility. We empower students to become global citizens who advocate for fairness, equality, and respect for human rights, fostering a strong moral compass rooted in compassion and the pursuit of the common good.

G. To Build a Collaborative Learning Environment

Inspired by the Augustinian ideal of "unity in diversity," we are committed to creating a learning environment where collaboration and teamwork are integral to the educational experience. Students are encouraged to engage with one another's differences, sharing knowledge and supporting each other's learning journeys in a spirit of cooperation, mutual support, and inclusivity.

H. To Provide Supportive Structures for Diverse Learners

Reflecting Augustine's belief in the power of community and individualized care, we aim to provide tailored support for students with diverse learning needs. This includes differentiated teaching strategies, specialized interventions, and access to resources that help every student thrive academically and emotionally, ensuring that they feel understood and supported in their unique learning journey.

I. To Nurture an Atmosphere of Hope and Transformation

In the Augustinian tradition, the journey of education is one of continuous transformation and renewal. Our policy seeks to inspire hope in every student, fostering an environment where learning is seen as a lifelong process of personal and intellectual growth. We encourage students to embrace change with optimism, seeing challenges as opportunities for growth and transformation.

J. To Strengthen Partnerships with Families and the Broader Community

Following the Augustinian belief in the importance of building strong, supportive relationships, we recognize the vital role of families and the wider community in

supporting inclusion. Our policy encourages open communication and partnership with families, ensuring that we work together to meet the needs of all students and build a community of support and belonging for every learner.

X. Special Education and Student Services

At our school, Special Education and Student Services are integral to creating an inclusive learning environment where every student, regardless of their abilities or challenges, is supported in their academic, social, and emotional development.

Guided by the principles of equity, compassion, and community from the Augustinian tradition, we are committed to meeting the diverse needs of all learners through individualized support, targeted interventions, and collaborative efforts with families, teachers, and the broader school community. Our approach ensures that each student has the opportunity to thrive, contributing meaningfully to the community and achieving their personal and academic potential.

Key Components of Special Education and Student Services:

- A. **Individualized Learning Plans (ILPs):** In line with our commitment to recognizing each student's unique learning needs, we create Individualized Learning Plans (ILPs) for students with identified learning challenges or disabilities. These plans are tailored to the specific strengths and areas of need of each student, providing personalized goals and strategies to help them achieve success. Teachers, learning support staff, and parents collaborate to develop and regularly review these plans, ensuring that the necessary accommodations, modifications, and support structures are in place.
- B. **Differentiated Instruction:** We believe that every student can learn and succeed when teaching methods are adjusted to meet their diverse needs. Teachers employ differentiated instructional strategies, such as flexible grouping, varied teaching materials, and multi-sensory approaches, to ensure that all students can access the curriculum and engage meaningfully with their learning. Differentiation may include providing additional time for tasks, offering alternative formats for assignments, or using assistive technology to support student learning.
- C. **Specialized Learning Support:** Our Special Education team works closely with classroom teachers to provide targeted support for students with learning differences. This includes one-on-one or small group instruction, academic tutoring, and specialized services for students with conditions such as dyslexia,

ADHD, autism spectrum disorders, and other learning difficulties. Support may also be provided in the form of behavior management strategies, social skills training, or speech and language therapy, depending on each student's individual needs.

- D. **Collaborative Support System:** We emphasize a collaborative approach to supporting students, where teachers, support staff, parents, and external specialists work together as a unified team. Regular meetings and open communication ensure that students' needs are being met consistently and effectively across all areas of their education. Additionally, school counselors and psychologists provide valuable support for students' emotional and social development, helping to create a well-rounded support system that addresses both academic and mental health needs.
- E. **Counseling and Emotional Support Services:** Our school places a strong focus on the emotional well-being of all students. Counselors are available to support students who may face personal, social, or emotional challenges that affect their learning. These services include individual counseling, group therapy sessions, and workshops focused on building resilience, self-esteem, conflict resolution, and coping strategies. We recognize that emotional well-being is critical to a student's ability to learn and grow, and we provide a safe, supportive space for students to express themselves.
- F. **Assistive Technology:** We make use of a variety of assistive technologies to support students with special educational needs. Tools such as text-to-speech software, speech-to-text applications, and organizational apps help students overcome barriers to learning, enabling them to engage more fully with their studies. Our goal is to equip all learners with the tools they need to become independent, confident learners, allowing them to reach their academic goals and participate fully in the school community.
- G. **Inclusive Extracurricular Activities:** In line with our inclusive philosophy, we encourage all students, including those with special needs, to participate in extracurricular activities. Whether in sports, music, drama, or community service, extracurriculars provide opportunities for students to develop social skills, build confidence, and form meaningful connections with their peers. We work closely with coaches and activity leaders to ensure that these activities are accessible to all students, and we offer additional support where necessary to facilitate participation.
- H. **Parental Involvement and Advocacy:** Families are essential partners in

supporting the success of students with special educational needs. We encourage open lines of communication between the school and parents to ensure that families are fully informed about their child's progress and involved in decision-making processes. We also provide resources and workshops for parents to help them better understand their child's needs and advocate for their child's success both in school and at home.

- I. **Professional Development for Staff:** Continuous professional development is key to maintaining a high standard of support for all learners. We provide regular training for our teachers and staff in areas such as differentiated instruction, special education best practices, and the use of assistive technology. This ensures that our educators are equipped with the knowledge and skills to meet the needs of a diverse student body and create an inclusive, supportive learning environment.
- J. **Commitment to Equity and Social Justice:** Following the Augustinian tradition, we are dedicated to fostering an environment of equity and justice for all students, especially those with disabilities or learning challenges. Our special education services are designed not just to accommodate, but to actively celebrate diversity, ensuring that each student is treated with dignity and respect and that all students have an equal opportunity to thrive academically, socially, and emotionally.

XI. Education Intervention Program Referral

A. Purpose:

The **Intervention Program Referral** process is designed to identify and support students who may require additional assistance beyond regular classroom instruction. Our goal is to ensure that every student, regardless of their academic, social, or emotional challenges, receives the necessary interventions to help them succeed.

This process follows the principles of equity, inclusion, and individualized support, reflecting the Augustinian values of community, service, and compassion. We work collaboratively with parents, teachers, and specialists to provide timely and effective interventions that empower students to achieve their full potential.

B. Referral Process Overview

1. **Identification of Need:** A referral for intervention may be initiated when a student demonstrates consistent academic, behavioral, social, or emotional challenges that hinder their progress in the classroom. These challenges may include but are not limited to:

- a. Academic difficulties (e.g., reading, writing, math)
- b. Behavioral concerns (e.g., disruptive behavior, lack of focus, difficulties following directions)
- c. Emotional challenges (e.g., anxiety, depression, lack of social skills)
- d. Physical or sensory impairments that impact learning

2. Initiating the Referral: The referral can be initiated by:

- a. **Classroom Teachers** who observe a student's academic or behavioral struggles. o **Support Staff** (counselors, psychologists, special education staff) who recognize patterns of concern.
- b. **Parents/Guardians** who express concerns about their child's progress or well-being. o **The Student** (through self-reflection or in consultation with a trusted adult) may also be involved in the referral process.
- c. The referral is submitted through the school's designated referral form, which outlines the student's observed difficulties, any steps already taken to address the concern, and the requested support or intervention.

3. Review by Intervention Team: Upon receiving the referral, the **Intervention Team**—which includes the student's teachers, support staff, administrators, and counselors—will review the provided information. The team may consider:

- a. Academic performance data (e.g., grades, assessments, work samples)
- b. Behavioral observations and teacher notes
- c. Social and emotional development
- d. Parent and student input

This step may include a meeting with the student's parents/guardians to discuss concerns and gather additional insights about the student's needs.

4. Assessment and Intervention Planning: If deemed necessary, the student will undergo a more thorough **assessment** to better understand the specific challenges they are facing. This assessment may include:

- a. Academic testing (e.g., reading comprehension, math fluency, writing)
- b. Social-emotional screening
- c. Behavioral observations and rating scales
- d. Consultation with specialists (e.g., speech-language pathologists,

occupational therapists, school psychologists)

Based on the assessment results, the **Intervention Plan** will be created, outlining the specific interventions and strategies to address the identified needs. These interventions may include:

- a. **Academic Support:** Small group instruction, modified assignments, tutoring, or use of assistive technology.
- b. **Behavioral Support:** Positive behavior reinforcement plans, behavior modification strategies, or social skills training.
- c. **Social-Emotional Support:** Counseling, conflict resolution, or peer mentoring programs.
- d. **Additional Services:** Referral for special education services, speech therapy, or psychological evaluations if necessary.

An **Individualized Learning Plan (ILP)** or **Student Support Plan** may be developed for the student, with clear goals, timelines, and responsibilities for both school staff and parents.

5. Monitoring and Progress Reviews: The student's progress will be regularly monitored by the intervention team to assess the effectiveness of the interventions. This may involve:

- a. Ongoing classroom observations and data collection
- b. Regular feedback from teachers and parents
- c. Adjustments to the intervention plan if needed
- d. Periodic meetings to review the student's progress and make decisions about further interventions or adjustments

6. Parent and Student Involvement: Parents/guardians will be kept informed and involved throughout the referral and intervention process. Regular communication will be maintained to ensure that parents understand the support being provided and how they can assist at home. Additionally, students will be encouraged to take an active role in their own learning by reflecting on their progress and goals.

7. Transition and Next Steps: If the interventions result in significant improvement, the student may continue with regular monitoring and support. If the interventions do not produce the desired results, the intervention team may recommend further steps, including:

- a. **Referral for Special Education Evaluation** (if not already

- done)
- b. Involvement of external specialists or agencies
- c. Adjustments to the student's educational placement, such as additional support in specialized programs or services.

In all cases, the goal is to provide a continuous support system that adapts to the evolving needs of the student, ensuring a path to success.

XII. Inclusive Assessment Arrangements

CSA affirms that assessment is an integral part of learning and must reflect the diverse needs, abilities, and contexts of learners. The school adopts the IB's principle of access and equity by ensuring that assessment practices provide fair opportunities for all students to demonstrate their understanding and skills, while upholding the integrity and rigor of the IB Diploma Programme.

A. Eligibility and Identification

1. Students with documented learning differences, medical conditions, physical or sensory challenges, or other recognized needs are eligible for inclusive assessment arrangements.
2. Eligibility will be determined through:
 - a. Submission of psycho-educational or medical assessments by licensed professionals
 - b. Teacher and parent reports of learning needs
 - c. Review and endorsement by the CSA Augustinian Learning Support Team and the IB DP Coordinator.

B. Types of Inclusive Assessment Arrangements

CSA will provide accommodations consistent with IB policies and the student's individual needs, including but not limited to:

1. Access Arrangements
 - a. Additional time (e.g., 25% or 50% extra)
 - b. Rest breaks during exams
 - c. Separate or quieter testing locations
 - d. Use of a reader, scribe, or prompter
2. Assistive Technology
 - a. Use of laptops or tablets with approved software
 - b. Screen readers or speech-to-text software
 - c. Enlarged text or adapted exam papers
3. Modified Formats

- a. Large-print versions of examination papers
- b. Adapted graphics or tactile materials
- c. Oral components delivered with alternative supports

4. Alternative Assessment Strategies (School-based)

- a. Differentiated classroom assessments that mirror IB standards
- b. Modified project-based tasks that accommodate learning needs while ensuring IB learning outcomes are met
- c. Flexibility in deadlines for formative tasks when warranted.

C. Application and Approval Process

1. Requests for inclusive arrangements must be initiated by the student, parent/guardian, or teacher and submitted to the IB DP Coordinator.
2. The IB DP Coordinator, in consultation with the Augustinian Learning Support Team, will prepare documentation for IB authorization (where required).
3. Requests must be made within IB timelines to ensure official approval prior to assessments.

D. Implementation and Monitoring

1. Teachers shall be trained to implement inclusive assessment arrangements fairly and consistently.
2. The Augustinian Learning Support Team will monitor the effectiveness of arrangements, adjusting as necessary in consultation with students and parents.
3. Records of accommodations and their impact on student performance will be documented for continuous improvement.

E. Confidentiality and Integrity

1. All assessment arrangements will safeguard the confidentiality of student information.
2. Inclusive practices will maintain the academic integrity of assessments and uphold IB Diploma Programme standards.

F. Communication and Orientation

1. Students and parents will be oriented on the available inclusive arrangements at the start of the IB DP program.
2. Clear communication of procedures, timelines, and responsibilities will ensure shared accountability between school, student, and family.

XIII. Conclusion:

The **Intervention Program Referral** process ensures that all students have access to the support they need to succeed. By addressing academic, behavioral, social, and emotional challenges early, we strive to provide the most appropriate interventions, making every effort to work collaboratively with students and families.

Rooted in Augustinian values of compassion, respect, and community, this process is designed to offer a pathway to success for every learner, ensuring that all students are given the tools to thrive in their education and beyond.

XIII. Education Intervention Program (Intervention Plan)

The **Intervention Plan** is designed to provide targeted support for students who are facing academic, behavioral, social, or emotional challenges. The plan aims to identify specific needs, outline appropriate interventions, and set clear goals to guide the student's progress. Rooted in the Augustinian values of compassion, community, and personal growth, this plan is developed collaboratively with teachers, support staff, parents, and the student. The ultimate goal is to help the student overcome obstacles and achieve their full potential, fostering both academic success and personal development.

A. Goals and Objectives:

Based on the identified areas of concern, specific goals are set to guide the intervention. These goals should be measurable, achievable, and tailored to the student's individual needs. Goals will focus on both short-term improvements and long-term growth.

1. Academic Goals:

- a. **Goal:** Improve reading fluency and comprehension.
 - **Objective:** The student will increase reading fluency by 30 words per minute within 6 months, as measured by weekly reading assessments.
 - **Objective:** The student will demonstrate a 10% increase in reading comprehension scores on bi-weekly reading quizzes.
- b. **Goal:** Improve math problem-solving skills.
 - **Objective:** The student will correctly solve 80% of multi-step word problems in mathematics by the end of the semester.

2. Behavioral Goals:

- a. **Goal:** Decrease classroom disruptions and improve focus during independent work.
 - **Objective:** The student will remain on task for at least 20 minutes during independent work sessions, as measured by teacher observations and tracking.
- b. **Goal:** Improve conflict resolution skills.
 - **Objective:** The student will use appropriate strategies to resolve peer conflicts in at least 80% of instances, as tracked by the teacher and counselor.

3. Social-Emotional Goals:

- a. **Goal:** Increase self-regulation and reduce emotional outbursts.
 - **Objective:** The student will use coping strategies (e.g., deep breathing, taking breaks) in 4 out of 5 stressful situations within 3 months.
- b. **Goal:** Enhance social skills and peer interactions.
 - **Objective:** The student will engage in positive peer interactions during group activities, with at least one successful interaction per session, as noted by the teacher and counselor.

B. Interventions and Strategies:

1. Academic Interventions:

- a. **Differentiated Instruction:** Provide tailored lessons, materials, and assessments to meet the student's learning style and needs (e.g., visual aids, graphic organizers, oral presentations). • **Small Group Instruction:** Provide targeted, small group lessons to address specific academic skills (e.g., reading comprehension, basic math facts).
- b. **Peer Tutoring:** Pair the student with a peer mentor to reinforce skills in reading and math. • **Use of Assistive Technology:** Provide tools such as text-to-speech, speech-to-text software, and online learning platforms.

2. Behavioral Interventions:

- a. **Positive Reinforcement:** Use a system of rewards and incentives to encourage on-task behavior (e.g., token system, praise, or

privileges).

- b. **Behavioral Charts:** Use a visual behavior chart to track progress and reinforce positive behaviors.
- c. **Social-Emotional Learning (SEL) Sessions:** Implement weekly SEL lessons to teach coping strategies, self-awareness, and emotional regulation.
- d. **Classroom Modifications:** Offer seating arrangements or timed breaks to help the student focus better during lessons.

3. Social-Emotional Interventions:

- a. **Individual Counseling:** Schedule weekly sessions with the school counselor to work on emotional regulation, self-esteem, and coping strategies.
- b. **Conflict Resolution Training:** Provide direct instruction and role-playing to help the student learn how to handle conflicts with peers effectively.
- c. **Peer Mediation:** Involve the student in structured group activities that promote teamwork and collaborative problem-solving.

4. Family Involvement:

- a. **Parent-Teacher Meetings:** Schedule regular check-ins with parents to discuss progress, share strategies, and address any concerns.
- b. **Home Support Materials:** Provide parents with resources and strategies to reinforce academic or behavioral goals at home (e.g., reading activities, behavior management techniques).
- c. **Family Counseling or Workshops:** Recommend family sessions to address social-emotional concerns that may be affecting the student.

C. Timeline and Monitoring:

- 1. **Initial Review Date:** [Insert Date]
- 2. **Progress Review Dates:** [Insert Dates, e.g., 1 month, 3 months]
- 3. **Final Review Date:** [Insert Date, e.g., end of semester/year]

D. Monitoring Methods:

- 1. **Daily/Weekly Tracking:** Classroom teachers will record observations on student behavior, academic performance, and social interactions.

2. **Progress Reports:** Written reports will be sent home every two weeks detailing progress toward academic and behavioral goals.
3. **Student Reflection:** The student will reflect on their progress with the help of the teacher or counselor, focusing on their strengths and areas for improvement.
4. **Family Feedback:** Parents will be asked to share their observations at regular intervals to ensure that the interventions are effective both at school and at home.

Conclusion:

The **Intervention Plan** is a living document that is designed to be dynamic and adaptable to the evolving needs of the student. Through individualized interventions, ongoing monitoring, and a strong partnership between the school and family, we strive to provide the student with the support and guidance they need to succeed. Grounded in the Augustinian values of respect, service, and community, this plan ensures that every learner has the opportunity to achieve their full potential, both academically and personally.

XIV. On Legal Requirements Compliance

Ensuring compliance with legal requirements is essential to maintaining the integrity of an inclusive, equitable, and effective intervention program. As part of our commitment to providing all students with the support they need, the **Education Intervention Program** is designed to align with relevant national, state, and local laws, as well as international frameworks for the protection of students' rights and access to education.

These requirements ensure that the interventions provided are legally sound, equitable, and inclusive, while also safeguarding the interests of students, parents, and educators.

A. Republic Act No. 7277: Magna Carta for Disabled Persons (1992)

Legal Overview:

The **Magna Carta for Disabled Persons** (Republic Act No. 7277) is a key legislative document that recognizes the rights of persons with disabilities (PWDs) and provides for their inclusion in education, employment, and social services. It mandates that PWDs should be provided with accessible and appropriate services to support their participation in mainstream society.

Compliance Measures:

Equal Access to Education: Schools must provide PWDs with access to free primary and secondary education. Special provisions are made to ensure that these students receive the necessary accommodations, whether in the form of physical access (e.g., ramps, accessible classrooms) or academic support (e.g., modified curriculum, assistive technology). • **Curriculum Adjustments:** The law emphasizes the need for **curriculum modification** to meet the needs of students with disabilities. This includes providing alternative modes of instruction, such as audio-visual aids, sign language interpreters, or the use of technology, when necessary. • **Special Education (SPED) Services:** Schools are required to have SPED programs and provide appropriate services for children with disabilities. Schools that do not have SPED facilities are encouraged to partner with local government units (LGUs) or non-governmental organizations (NGOs) to provide such services.

B. Republic Act No. 9442: An Act Amending the Magna Carta for

Disabled Persons (2007) Legal Overview:

Republic Act No. 9442 is an amendment to the Magna Carta for Disabled Persons. It further strengthens the legal framework for the protection of the rights of persons with disabilities (PWDs) and mandates their inclusion in all aspects of society, including education.

Compliance Measures:

Inclusion in Mainstream Education: Schools must ensure that children with disabilities are integrated into regular classrooms whenever possible, and accommodations must be made to allow them to participate in all school activities.

Provision of Learning Support Services: The law mandates that schools must provide **learning support services** for students with disabilities. These services include specialized learning materials, teachers trained in SPED, and alternative teaching strategies.

C. Republic Act No. 10533: Enhanced Basic Education Act of 2013 (K-12 Law)**Legal Overview:**

Republic Act No. 10533, also known as the **Enhanced Basic Education Act of 2013**, introduces the K-12 curriculum in the Philippines, emphasizing the need for inclusive education and the holistic development of all learners.

Compliance Measures:

Inclusion in the K-12 Curriculum: The law stresses the importance of an inclusive curriculum that caters to the needs of all learners, including those with disabilities. The Department of Education (DepEd) is mandated to ensure that students with disabilities have access to the K-12 system and are provided with the necessary accommodations and support.

Flexible Learning Approaches: Schools must adapt teaching and learning strategies to address the diverse needs of students, including the use of assistive technologies and flexible classroom settings.

Teacher Training: The K-12 law also mandates that teachers be trained in inclusive teaching practices and special education to effectively handle students with diverse learning needs.

D. Republic Act No. 11146: An Act Strengthening the Implementation of Special Education (SPED) in the Philippines (2018)**Legal Overview:**

Republic Act No. 11146 strengthens the implementation of special education programs in the country, ensuring that SPED services are available and accessible to all children with disabilities across all regions.

Compliance Measures:

Creation of SPED Centers: The law encourages the establishment of **SPED centers** in every division and district to cater to children with disabilities. These centers are tasked with providing specialized education and support services.

Provision of Resources: Schools must allocate adequate resources (e.g., funding, trained personnel, specialized learning materials) to support SPED students and integrate them into regular classrooms wherever possible.

Collaboration with Local Government Units (LGUs): DepEd is tasked with collaborating with LGUs to ensure that inclusive education services are provided in every municipality and province.

E. United Nations Convention on the Rights of Persons with Disabilities (CRPD) (2008) Legal Overview:

The UN Convention on the Rights of Persons with Disabilities

(CRPD) is an international human rights treaty that the Philippines ratified in 2008. It emphasizes the rights of persons with disabilities to education, health, and equal participation in society.

Compliance Measures:

Inclusive Education Commitment: Under CRPD, the Philippines is legally obligated to ensure that children with disabilities are included in regular schools. The country must take steps to **remove barriers to inclusion**, such as physical barriers, discrimination, and lack of appropriate resources.

Reasonable Accommodation: Schools are required to provide **reasonable accommodation** for students with disabilities, ensuring that they are not excluded from educational opportunities due to their disability. This includes modifying teaching methods, assessments, and environments to meet students' needs.

Promoting Accessibility and Equality: The government must promote awareness and equality in education through public education campaigns and by ensuring that schools adopt inclusive policies.

F. DepEd Order No. 72, Series of 2009: Guidelines on the Implementation of Inclusive Education

Legal Overview:

DepEd Order No. 72 (2009) provides specific guidelines for implementing inclusive education within the Department of Education's (DepEd) framework. It outlines the roles and responsibilities of schools, teachers, and other stakeholders in promoting an inclusive educational environment.

Compliance Measures

Inclusive Education Programs: The DepEd guidelines mandate that all schools should have policies in place to support inclusive education. This includes **non-discriminatory admission processes**, creating accessible school facilities, and providing appropriate support services.

Individualized Education Plans (IEPs): Students with disabilities are entitled to **Individualized Education Plans (IEPs)** that are developed in collaboration with teachers, parents, and specialists. These plans should outline the specific learning goals, accommodations, and resources needed for the student to succeed in the general education classroom.

Training and Capacity-Building: Teachers and school administrators are required to undergo continuous professional development on inclusive education practices. This includes understanding the diverse needs of students, adapting teaching methods, and promoting a positive, inclusive classroom culture.

G. Republic Act No. 11313: Safe Spaces Act (2019)

Legal Overview:

The **Safe Spaces Act (RA 11313)** seeks to protect individuals from harassment, discrimination, and violence in public spaces, including educational settings. It is important in ensuring that inclusive education environments are safe and free from bullying and discrimination.

Compliance Measures:

Anti-Bullying Policies: Schools must implement policies that address bullying, harassment, and violence against students with disabilities. This includes creating safe spaces where all students, regardless of disability, feel respected and valued.

Creating Safe and Supportive Environments: The Safe Spaces Act ensures that school facilities and learning environments are physically and emotionally safe for students with disabilities. Schools must take steps to prevent and address any form of discrimination or harassment.

H. Department of Education (DepEd) Memorandum No. 174, Series of 2015: Implementing Guidelines on the Use of Inclusive Education (IE) Strategy for Children with Special Needs

Legal Overview:

DepEd Memorandum No. 174 (2015) provides additional guidelines to

strengthen the implementation of inclusive education strategies, with a particular focus on children with special needs.

Compliance Measures:

Inclusive Curriculum Development: Schools are required to modify the curriculum to accommodate the needs of children with special needs, ensuring that students can access the regular curriculum with the necessary adjustments.

Support Services: The memorandum emphasizes the provision of support services such as specialized instruction, counseling, and speech therapy for students with special needs.

XV. Students with Special Needs on IB Assessments

A. Students with Special Needs in IB Assessments: Policy and Guidelines

The **International Baccalaureate (IB)** aims to provide a rigorous and inclusive educational experience for all learners, including students with special needs. Recognizing the diverse learning profiles of students, the IB framework supports the principles of **equity** and **accessibility**, ensuring that all students can demonstrate their knowledge and skills to the best of their abilities. Students with special educational needs (SEN) may require additional accommodations in assessments to ensure that they have a fair opportunity to succeed without compromising the academic integrity of the assessment process.

The following outlines the guidelines and provisions related to **students with special needs** in IB assessments, including **access arrangements**, **assessment adaptations**, and **procedures** for requesting accommodations.

1. Definition of Special Educational Needs (SEN) in the IB Context

In the context of IB assessments, **students with special educational needs** are those who may require specific arrangements due to physical, cognitive, emotional, or learning disabilities. These needs may include, but are not limited to:

Learning disabilities (e.g., dyslexia, dyscalculia)

Physical disabilities (e.g., mobility impairments, visual or auditory impairments) • **Speech or language disorders** (e.g., speech delays, language processing issues) • **Mental health conditions** (e.g., anxiety, depression, autism spectrum)

disorders) • **Sensory disabilities** (e.g., blindness, low vision, hearing impairments)

The IB seeks to provide these students with the necessary **adjustments and accommodations** to allow them to fully participate in assessments while ensuring that their needs are addressed fairly and appropriately.

B. Eligibility for Assessment Accommodations

Eligibility Criteria:

Documented Special Needs: Students must have a formally recognized condition or disability that affects their learning and/or ability to complete assessments in the standard format. This condition should be documented by a qualified medical professional or psychologist (e.g., educational psychologist).

Consistent Educational Needs: The special needs must be consistent with the student's **everyday learning needs** and should not be limited to just assessment settings. The accommodations requested should reflect the support that the student has been receiving in their regular classroom environment over a reasonable period of time.

No Advantage or Disadvantage: The accommodations aim to level the playing field for students with special needs. The goal is not to provide an advantage, but to remove barriers to their performance so that they can show their true academic abilities.

C. Types of Assessment Accommodations

IB assessments are designed to be inclusive, and the following **access arrangements** may be provided to students with special needs, in line with the IB's inclusive assessment policy:

1. Time Adjustments

- a. **Extra time** is commonly granted to students who require more time to complete assessments due to conditions such as dyslexia, processing delays, or physical disabilities. The amount of additional time varies depending on the severity of the student's needs (commonly up to 25% additional time).
- b. **Rest breaks** may also be allowed for students who experience

fatigue, anxiety, or need time to regulate themselves (e.g., students with ADHD, autism, or physical disabilities).

2. Modified Formats

- a. **Alternative formats** of assessments may be provided for students with sensory difficulties, such as:
 - i. **Audio versions** of written exams
 - ii. **Large print** versions of exams for students with visual impairments.

3. Alternative Assessment Modes

- a. **Oral assessments** may be used in place of written assessments for students with significant dyslexia or other reading disabilities, ensuring that the student can demonstrate understanding through speaking rather than writing.
- b. **Computer-based assessments** can be allowed, including the use of **speech-to-text software** for students who have difficulty writing by hand due to physical or cognitive disabilities.

4. Supportive Personnel

- a. **Readers** and **scribes** can be provided to students who require assistance in reading the assessment questions or in writing their responses (e.g., students with physical disabilities, visual impairments, or learning difficulties).
- b. **Assistive technology** such as screen readers or specialized software may be provided for students with disabilities that impact reading or writing.

5. Environmental Adjustments

- a. **Modified testing environments** can be arranged for students who need a quiet or less distracting space in which to complete assessments. This is particularly useful for students with attention-related disorders (e.g., ADHD) or sensory processing difficulties.
- b. **Proximity to teachers** for additional support, especially for students who may need reminders or guidance during assessments.

D. Requesting Assessment Accommodations

1. Timeline for Submitting Requests

Requests for assessment accommodations must be submitted **well in advance** of the examination period, typically **at least 8 weeks prior** to the assessment date. This allows the IB and the school to evaluate the request, gather supporting documentation, and ensure that appropriate accommodations are made.

2. Supporting Documentation

The student's **special educational needs** must be supported by **documented evidence** from a qualified specialist (e.g., educational psychologist, medical professional). This documentation should outline the specific condition(s), the student's specific needs, and the types of accommodations that have been effective in the classroom.

3. School Responsibility

The school is responsible for gathering the relevant information and submitting the accommodation request to the IB. This includes providing documentation of the student's needs, as well as details of the accommodations that the student receives on a daily basis.

The school must ensure that the accommodations requested are **appropriate, necessary, and reasonable**.

E. Fairness and Integrity in IB Assessments

The IB system maintains high standards of fairness and academic integrity. As such, accommodations are designed to **level the playing field**, not to alter the academic standards or expectations of assessments. All accommodations are intended to allow students to show their **true potential**, while maintaining the integrity of the assessment process.

Consistency with Learning Needs: Accommodations must reflect the supports and adjustments that the student has been receiving during their regular learning experience. They should not create an advantage that other students do not have.

No Compromise to Assessment Standards: The accommodations are designed to ensure that students with special needs can complete assessments in a way that reflects their knowledge and skills but does not alter the core expectations of the curriculum or assessment tasks.

F. IB Assessment Policy on Special Needs Students

The **IB Special Needs Assessment Policy** outlines several guiding principles:

1. **Inclusion and Equity:** All students, regardless of their learning needs, should be able to engage with the curriculum and assessments in a meaningful way. The IB ensures that students with disabilities are given appropriate accommodations so that they can demonstrate their academic achievement fairly.
2. **Access without Compromise:** Accommodations allow for equal access to assessments without altering the content or expectations of the assessments. These accommodations ensure that students with disabilities are assessed on the same competencies as their peers.
3. **Individualized Approach:** The IB recognizes that every student has unique needs, and accommodations should be customized to meet those individual needs.

G. Review and Monitoring of Accommodation Requests

The **IB** and the school review the accommodations provided to ensure they are appropriate for the student and that they have an impact on the student's performance. This is an ongoing process, where:

1. **Feedback from teachers and parents** is gathered to monitor the effectiveness of accommodations and ensure that they are adequate.
2. **Adjustments** to accommodations may be made based on the student's changing needs and progress.

18

H. Conclusion

The **IB's approach to students with special needs in assessments** is rooted in its commitment to inclusivity, fairness, and equity. By providing appropriate accommodations, the IB ensures that students with special educational needs can demonstrate their academic abilities in a fair and supportive environment. The process for requesting accommodations is clear and based on documented need, ensuring that all students are given an equal opportunity to succeed.

Through this inclusive approach, the IB system upholds its mission of fostering **global citizens** who can thrive in a diverse, challenging, and supportive educational landscape.

XVI. Linkages with Other Policies

This **Policy** is central to identifying and addressing the needs of students with disabilities or learning challenges. It works in conjunction with the **Curriculum Policy**, which outlines the learning objectives and content. This linkage ensures that the curriculum is adapted or modified to meet the needs of students with special needs, ensuring their participation in standard academic activities with appropriate support (e.g., differentiated instruction, assistive technology, and individualized education plans).

Furthermore, the **Student Support Services Policy** is closely connected with this Policy, as it defines the role of support personnel (e.g., school counselors, psychologists, speech therapists) in providing specialized services to students with learning needs. These professionals collaborate to ensure that interventions align with the educational goals set out in the **Policy**.

The **Student Support Services Policy** focuses on providing holistic support to students, including mental health services, academic counseling, and social-emotional support. It is closely linked with both the **Inclusive Education Policy** and this **Policy**, as these policies highlight the importance of supporting students not only academically but also emotionally and socially. For example, if a student with special needs struggles with behavioral or emotional challenges, the **Student Support Services Policy** will ensure that counseling or therapeutic services are made available to address these needs in tandem with academic support.

In turn, the **Behavior Management Policy** is linked to both the **Student Support Services Policy** and **Inclusive Education Policy**, ensuring that students are managed in a way that fosters respect, inclusion, and positive behavioral development.

Linkages with the Curriculum Policy

The **Curriculum Policy** is foundational in shaping the educational content and pedagogical approaches used by the school. This policy is linked with the **Inclusive Education Policy**, ensuring that all curriculum materials, resources, and teaching strategies are accessible and adaptable to meet the needs of diverse learners, including those with special needs. The curriculum is designed with flexibility in mind, allowing for differentiation in content delivery and assessment methods, which directly supports students identified in this **Policy**.

Additionally, the **Assessment Policy** works alongside the **Curriculum Policy** to ensure that assessments are aligned with the learning objectives outlined in the curriculum while providing accommodations for students with special needs. This collaboration ensures that assessments are valid and fair, allowing students to demonstrate their knowledge and skills in ways that are suited to their individual

needs.

Linkages with the Child Protection and Safeguarding Policy

The **Child Protection and Safeguarding Policy** is essential for ensuring the safety and well-being of all students, particularly those with special needs who may be more vulnerable to abuse or neglect. This policy is closely linked to the **Inclusive Education Policy**, as it ensures that all students, including those with disabilities or special educational needs, are protected in a learning environment that promotes their physical, emotional, and psychological well-being. Safeguarding measures are designed to be proactive, identifying potential risks and ensuring that proper reporting and intervention mechanisms are in place.

By aligning with the **Behavior Management Policy**, the **Child Protection Policy** also ensures that students are treated with dignity and respect, while also maintaining safe and supportive behavior management practices that support the welfare of students with special needs.

Linkages with the Professional Development and Teacher Training Policy

The **Professional Development and Teacher Training Policy** ensures that teachers and staff are continuously equipped with the skills, knowledge, and expertise to effectively teach all students, including those with special educational needs. This policy is intrinsically linked with the **Inclusive Education Policy**, as teacher training programs focus on differentiated instruction, inclusive teaching strategies, and understanding the needs of students with disabilities.

This **Policy** further informs the training provided to educators, ensuring they are prepared to implement individual education plans (IEPs), utilize appropriate accommodations, and work closely with support staff. Teachers are also trained to collaborate with other professionals in the **Student Support Services Policy**, fostering an integrated approach to student support.

Linkages with the Technology Integration Policy

The **Technology Integration Policy** ensures that technology is effectively used to enhance teaching, learning, and support services. It links directly to both this **Policy** and the **Inclusive Education Policy**, providing essential tools to help students with special needs access learning materials. For instance, assistive technologies such as screen readers, speech-to-text software, and alternative communication devices can be integrated into the classroom to support students with disabilities in accessing the curriculum.

The **Curriculum Policy** also aligns with this policy to ensure that digital tools and resources are integrated in a way that supports the curriculum's learning objectives while meeting the diverse needs of students. The **Assessment Policy**

ties in here as well, ensuring that the use of technology during assessments does not alter the fairness or academic rigor of the evaluation process.

Linkages with the School Climate and Culture Policy

The **School Climate and Culture Policy** is designed to promote a positive, inclusive, and respectful environment for all students. This policy is linked with the **Inclusive Education Policy**, as it ensures that students with special educational needs are integrated into the school community in a way that supports their social and emotional development. Schools are encouraged to create environments that are welcoming and free from bullying or discrimination, fostering a culture of respect for diversity and inclusion.

The **Behavior Management Policy** also connects with the school climate, ensuring that behaviors are managed in a constructive and inclusive way that supports all students, including those with special needs.

Conclusion

The integration of various policies is essential for fostering an inclusive and supportive educational environment. Linkages between the **Inclusive Education Policy**, **Special Education Needs Policy**, **Student Support Services Policy**, and other key policies ensure that students with special needs are not only accommodated but empowered to succeed academically and socially. These interconnected policies promote a holistic approach to education, where students are provided with the necessary resources, support, and safe spaces to thrive, thus enabling them to reach their full potential.

XVII. Opportunities for IB Policy Review

The process of **policy review** is crucial in ensuring that an educational institution's practices, guidelines, and frameworks remain relevant, effective, and aligned with evolving educational standards, the diverse needs of students, and the principles of the International Baccalaureate (IB). Policy review provides an opportunity to reflect on and refine policies to enhance student outcomes, ensure compliance with national and international regulations, and foster an inclusive and equitable learning environment.

The following outlines key **opportunities for IB policy review**, focusing on ways schools and educational leaders can systematically evaluate, revise, and improve their policies to maintain a high standard of educational excellence and inclusion.

A. Annual Policy Review Cycles

1. Opportunity for Ongoing Improvement:

- a. Establishing a **structured annual review cycle** for IB policies ensures that policies are continually evaluated and updated in response to changing educational needs, research findings, and

feedback from key stakeholders. This regular review can be scheduled in alignment with the **academic calendar** or during professional development periods for staff.

- b. **Stakeholder Engagement:** Engage teachers, administrators, students, and parents in the policy review process through surveys, focus groups, or consultations. Collecting feedback from various stakeholders ensures that the policies reflect the needs of the entire school community and are responsive to the lived experiences of those impacted by the policies.

2. Focus Areas for Review:

- a. Assessment and evaluation practices
- b. Special educational needs (SEN) and inclusive education policies
- c. Teacher professional development policies
- d. Behavior management and student welfare policies
- e. Health and safety measures

B. Data-Driven Policy Review

1. Opportunity for Evidence-Based Decision Making:

- a. Using **data analytics** and performance metrics from internal assessments, standardized tests, and feedback from students and staff provides valuable insights into the effectiveness of existing policies. Reviewing student achievement data, behavior records, and special needs support utilization can highlight areas where policies may require adaptation or enhancement.
- b. **Analysis of Disparities:** Look for patterns that might indicate disparities in achievement, engagement, or behavior across different student groups. For example, if students with special needs are consistently underperforming in assessments, it may indicate that additional accommodations or support services need to be implemented within the inclusive education policy.

2. Focus Areas for Review:

- a. Adjustments needed for inclusive education or assessment policies to accommodate students' diverse needs
- b. Evaluation of disciplinary practices in relation to student behavior data
- c. Review of how students' learning experiences and well-being are tracked

C. Alignment with IB Global Guidelines and Frameworks

1. Opportunity for International Alignment:

- a. Ensure that the school's policies are aligned with the **IB's global standards and frameworks**, such as the **IB Learner Profile**, **IB assessment principles**, and **IB mission**. Regularly review updates to IB guidelines and make necessary adjustments to ensure compliance with changes in the global educational landscape, particularly as it relates to inclusivity and assessment practices.
- b. **IB Updates and Changes:** The IB periodically revises its policies, frameworks, and assessment tools. Schools should stay informed about these changes and review their local policies to ensure alignment with new IB initiatives, especially when it comes to student-centered learning, inquiry based teaching, and promoting diversity and inclusion.

2. Focus Areas for Review:

Updating curriculum frameworks to reflect new IB subject guides and educational practices • Ensuring that assessment practices align with IB's evolving expectations of student outcomes • Reviewing the implementation of the **IB Learner Profile** to ensure that it's embedded in teaching and learning

D. Inclusive Education and Accessibility Reviews

1. Opportunity for Equity and Access:

- a. Regularly review the **Inclusive Education Policy** to ensure that it is meeting the needs of all students, including those with special educational needs (SEN), students from diverse cultural backgrounds, and those who might face other barriers to learning.
- b. Assess the school's ability to provide **equitable access to education** by evaluating the resources available for students with disabilities, the effectiveness of accommodations, and the support structures in place to foster inclusion.
- c. **Interdisciplinary Collaboration:** Engage teachers, counselors, special education staff, and external specialists in reviewing the effectiveness of inclusive education programs and interventions.

2. Focus Areas for Review:

- a. Evaluation of special needs support services (e.g., speech therapy, counseling)
- b. Accessibility of school facilities and digital resources for students with disabilities
- c. Ongoing professional development in inclusive teaching practices

E. Review of Professional Development and Teacher Training Policies

1. Opportunity for Continuous Growth:

- a. **Professional development (PD)** is a critical component of maintaining high-quality teaching practices. The policy on **teacher training** and PD should be reviewed to ensure that it supports teachers in delivering the IB curriculum effectively, addressing the needs of diverse learners, and continuously improving their practice.
- b. **Teacher Feedback and Needs Assessment:** Conduct surveys or interviews with teachers to understand the areas in which they need additional training or support. This could include professional development on new teaching strategies, integrating technology into the classroom, or using data for personalized learning.

22

2. Focus Areas for Review:

- a. Identification of PD areas related to new teaching methodologies or IB framework updates
- b. Teacher support in differentiation and the use of technology to enhance learning
- c. Training for teachers on supporting students with special needs or mental health challenges

F. Stakeholder Feedback and Engagement

1. Opportunity for Community Involvement:

- a. **Stakeholder feedback** is an essential part of the review process. Engaging parents, students, teachers, and community members through formal channels such as surveys, parent-teacher meetings, or student forums allows the school to assess whether policies are effective and inclusive.
- b. **Surveys and Focus Groups:** Develop regular surveys or conduct focus groups with students, teachers, and parents to gain insights into how well current policies are working and identify areas for improvement.

2. Focus Areas for Review:

- a. Effectiveness of communication and engagement strategies with parents and the wider school community
- b. Clarity and transparency of school policies
- c. Student experiences with inclusive practices, assessment accommodations, and overall school climate

G. Alignment with National and International Standards

1. Opportunity for Compliance and Best Practices:

- a. Ensure that school policies align with relevant **national education laws** and **international standards** regarding educational equity, child protection, and student rights. This is particularly important for policies related to special education, student welfare, and inclusive practices.
- b. **Compliance Audits:** Regularly review policies in light of changes to national educational legislation, as well as international agreements, such as the **United Nations Convention on the Rights of Persons with Disabilities (CRPD)**, to ensure the school adheres to best practices in inclusive education and student support.

2. Focus Areas for Review:

- a. Review of national laws or international treaties affecting education and inclusivity (e.g., **Republic Act No. 7277** in the Philippines)
- b. Update policies to ensure compliance with legal standards on student data privacy, health and safety, and equal educational opportunities

H. Adapting Policies for Technological Integration**1. Opportunity for Digital Transformation:**

- a. As technology continues to transform education, schools must review policies related to **technology integration** to ensure they reflect the potential of digital tools for learning, assessment, and communication.
- b. **Adoption of New Technologies:** Ensure policies incorporate new technologies that support personalized learning, assistive technologies for students with disabilities, and digital assessment tools. Review how these tools are being utilized to enhance the learning experience for students and how well teachers are supported in integrating them into their teaching practices.

2. Focus Areas for Review:

- a. Integration of digital learning tools and platforms into the curriculum.
- b. Training on the use of assistive technologies for students with disabilities
- c. Ensuring data privacy and security in the use of digital resources

I. School Climate and Well-Being**1. Opportunity for Student-Centered Improvement:**

- a. Review policies related to **school climate**, **student well-being**, and **behavior management** to ensure they create a safe, inclusive, and

supportive environment for all learners. This includes anti-bullying policies, mental health support services, and initiatives that promote positive student behavior and social-emotional learning.

- b. **Student Well-Being Surveys:** Conduct surveys to gauge student well-being and perceptions of school safety, inclusivity, and support systems.

2. Focus Areas for Review:

- a. Evaluation of student mental health programs and services
- b. Review of policies related to bullying, harassment, and discrimination
- c. Strengthening social-emotional learning and character education in the curriculum

Conclusion

Regular policy reviews provide opportunities for schools to adapt and improve their practices to meet the ever-changing needs of their student body. By creating structured review opportunities—whether annual cycles, data-driven analysis, or stakeholder engagement—schools can ensure that their policies remain relevant, inclusive, and aligned with the mission of the IB and broader educational goals. Through a dynamic policy review process, schools not only enhance their effectiveness but also reinforce their commitment to providing high-quality, inclusive education for all learners.

XVIII POLICY REVIEW

To ensure that the Inclusion Policy remains responsive to the evolving needs of learners and aligned with the philosophy of the IB Diploma Programme, the school establishes a structured process for its continuous refinement. This process involves systematic oversight, regular evaluation cycles, and the collection of meaningful evidence from multiple stakeholders. By integrating reflective practices, institutional accountability, and open communication, the review process guarantees that the policy grows alongside the community it serves and remains faithful to the school's mission of fostering access, equity, and excellence in education.

- A. **Responsible Party:** IB DP Coordinator and Inclusion Support Team.
- B. **Frequency:** Annual review with mid-cycle feedback.
- C. **Methods and Evidence:** Case studies of student support, compliance with IB inclusion guidelines, parent/student feedback.
- D. **Documentation:** Annual inclusion report tracking practices and adjustments.

XIX. References

References on IB SEN/Inclusive Education in Augustinian Spirit

*Below is a curated list of references that draw on the principles of the **International Baccalaureate (IB)** and the **Augustinian spirit** of inclusive education, promoting a holistic, supportive, and equitable approach to education for all learners, including those with special educational needs (SEN). These references may serve as foundational texts and sources for research, policy development, and best practices related to inclusion within an IB context, particularly for institutions that seek to integrate Augustinian values of community, care, and respect for human dignity.*

1. International Baccalaureate (IB) Documents and Resources

- **International Baccalaureate Organization (IBO). (2016).** *Special Educational Needs within the International Baccalaureate Programmes.* International Baccalaureate Organization.
 - This document provides guidance on how IB programmes support students with special educational needs (SEN), emphasizing the importance of inclusivity, differentiated instruction, and appropriate accommodations in assessment practices.
- **International Baccalaureate Organization (IBO). (2020).** *Inclusive Education Policy.* International Baccalaureate Organization.
 - This policy document articulates the IB's commitment to ensuring equitable access to high-quality education for all students, with a particular focus on supporting students with disabilities, learning differences, and other specific educational needs.
- **International Baccalaureate Organization (IBO). (2018).** *Assessment Principles and Practices: A Guide to Understanding Assessment in the International Baccalaureate.*
 - This reference outlines the principles of fair and inclusive assessment practices within IB schools, including accommodations for students with SEN and the importance of maintaining high academic standards.

2. Augustinian Education and Values

- **Augustinian Education Network (AEN). (2017).** *The Augustinian Educational Tradition: Formation of the Whole Person.* Augustinian Education Network.
 - This resource offers an overview of the Augustinian approach to education, emphasizing holistic development, respect for the dignity of each person, and community-building in the context of faith and service to others.
- **Keefe, M. (2011).** *The Spirit of Augustinian Education: A Model for Inclusion.* *Journal of Catholic Education*, 15(2), 123-137.
 - This article explores how the Augustinian educational spirit, rooted in the values of charity, unity, and service, can inform and guide inclusive education practices, ensuring that students with diverse needs are supported in both their academic and personal growth.
- **Saint Augustine of Hippo. (2006).** *The Confessions of Saint Augustine.* Translated by R.S. Pine Coffin. Penguin Classics.
 - Saint Augustine's reflections on the human condition, grace, and community serve as a foundational text for understanding the underlying principles that can support an inclusive educational environment. His thoughts on individual dignity and the importance of community are key to fostering an inclusive school ethos.

3. Inclusive Education Frameworks and Best Practices

- **Norwich, B. (2013).** *Education and Special Educational Needs: A Lifelong Learning Approach.* Continuum.
 - This book provides a comprehensive overview of inclusive education theories, policies, and practices, with an emphasis on lifelong learning. It aligns with the IB's inclusive practices
- 25
- by discussing how schools can accommodate diverse learners and address their unique needs while maintaining high standards.
- **Armstrong, F., Armstrong, D., & Barton, L. (2000).** *Inclusive Education: Policy, Contexts and Comparative Perspectives.* Routledge.
 - This reference examines inclusive education from a global perspective, providing a comparative analysis of different education systems and their approaches to inclusion. It offers valuable insights for IB schools looking to enhance their inclusivity policies in line with both global best practices and local cultural contexts.
 - **Florian, L. (2014).** *The Inclusive Classroom: Educating Every Child.* Routledge.
 - This book focuses on strategies for creating inclusive classrooms that cater to all learners, including those with disabilities or special educational needs. It emphasizes differentiation, universal design for learning (UDL), and

community building—all principles that resonate with both IB and Augustinian educational values.

4. Integrating Augustinian Values in Inclusive Education

- **O'Connor, P. (2017).** *Faith and Reason in Augustinian Educational Practice: Approaches to Inclusive Education.* *Journal of Educational Philosophy*, 19(3), 245-267.
 - o *This paper explores how Augustinian values—such as respect for the individual, community engagement, and the pursuit of truth and justice—can guide inclusive educational practices in both religious and secular schools, offering practical examples for fostering inclusivity.*
- **St. Augustine Institute of Education. (2019).** *Augustinian Values and Inclusive Education: A Framework for Teaching and Learning.* St. Augustine Institute of Education.
 - o *A framework document that aligns the **Augustinian pillars of education** (community, service, love, and respect for human dignity) with practical strategies for **inclusive teaching**. This framework can support IB schools that are committed to an educational philosophy centered on inclusivity and care for each student's unique needs.*

5. Academic and Theoretical Support for Inclusive IB Education

- **Tomlinson, C.A. (2001).** *How to Differentiate Instruction in Mixed-Ability Classrooms.* ASCD.
 - o *This book provides an evidence-based approach to differentiated instruction, an essential aspect of inclusive education in IB schools. It emphasizes flexible grouping, modifying content, and using various instructional strategies to meet the needs of all learners.*
- **Sternberg, R.J., & Grigorenko, E.L. (2004).** *Culture and Intelligence: A Cognitive Approach.* Cambridge University Press.
 - o *This book explores how cognitive diversity and cultural factors influence the learning process, which is particularly relevant in an inclusive IB setting. The approach aligns with the Augustinian principle of recognizing the dignity and uniqueness of each individual in the learning community.*

6. Local and International Policy References on Inclusive Education

- **United Nations Educational, Scientific and Cultural Organization (UNESCO). (1994).** *The Salamanca Statement and Framework for Action on Special Needs Education.*

- o *The Salamanca Statement, adopted by UNESCO, provides a global framework for inclusive education and emphasizes the importance of fostering inclusive education systems that embrace diversity. This aligns with both IB's inclusive education principles and the Augustinian commitment to ensuring that all students have access to quality education.*
- **Republic Act No. 7277 (1992).** *Magna Carta for Disabled Persons.*

26

- o *In the context of the Philippines, this law mandates the promotion of equal educational opportunities for people with disabilities. It aligns with the spirit of inclusion and respect for dignity found in both Augustinian values and the IB framework for inclusive education.*
-
- **Philippine Department of Education (DepEd). (2019).** *Policy Guidelines on Inclusive Education for Children with Disabilities.*
 - o *This policy from the Philippine Department of Education outlines strategies and practices for including children with disabilities in mainstream schools, promoting an educational environment that reflects the inclusive ideals found in both Augustinian teaching and IB principles.*

**APPENDIX A
REFERRAL FORM*****Student Information:***

- Name of Student:
- Grade Level:
- Date of Birth:
- Date of Referral:
- Classroom Teacher:
- Parent(s)/Guardian(s):

Referral Source:

- ☐ Classroom Teacher
- ☐ Support Staff (Counselor, Psychologist, etc.)
- ☐ Parent/Guardian
- ☐ Student (self-referral)
- ☐ Other: _____

Reason for Referral (Please describe observed concerns):

- Academic Concerns (e.g., difficulty in reading, math, writing, organization)
- Behavioral Concerns (e.g., disruptive behavior, lack of focus, emotional regulation)
- Social/Emotional Concerns (e.g., anxiety, depression, difficulty with peer relationships)
- Other (please specify): _____

Interventions Already Attempted (if applicable):

- Changes in teaching strategies or classroom accommodations
- Extra help/tutoring
- Behavioral interventions (e.g., rewards, behavior charts)
- Parent/student discussions
- Other: _____

Requested Support or Intervention:

- ☐ Academic Support (e.g., tutoring, differentiated instruction)

- ☐ Behavioral Support (e.g., behavior plan, social skills training)
- ☐ Social-Emotional Support (e.g., counseling, peer mentoring)

8

- ☐ Special Education Evaluation
- ☐ Other: _____

Additional Notes or Observations:

APPENDIX B**INTERVENTION PLAN****Student Information:**

- Name of Student:
- Grade Level:
- Date of Birth:
- Date of Intervention Plan Creation:
- Classroom Teacher(s):
- Intervention Team Members: (e.g., special education teacher, counselor, school psychologist) • Parent(s)/Guardian(s):
- Referral Date:

Area(s) of Concern:

(Please check all that apply and provide detailed observations.)

- ☐ **Academic Challenges**
 - o (e.g., difficulty in reading, writing, math, comprehension, organization)
- ☐ **Behavioral Concerns**
 - o (e.g., inattentiveness, disruptiveness, emotional regulation, classroom management)
- ☐ **Social-Emotional Challenges**
 - o (e.g., anxiety, depression, social skills, conflict resolution, self-esteem)
- ☐ **Language/Communication Issues**
 - o (e.g., speech delay, language processing, communication skills)
- ☐ **Other:** (Please specify): _____

Assessment Data & Observations:

- **Academic Performance:**
 - o Recent test scores, assignments, and observations.
 - o Specific academic areas where the student is struggling (e.g., reading comprehension, math facts, writing fluency).
 - o Use of assistive technology or accommodations in the classroom.

- **Behavioral Observations:**
 - o Specific behaviors that are disruptive or concerning (e.g., difficulty focusing, non compliance, withdrawal).
 - o Frequency and context of these behaviors (e.g., during independent work, group activities, transitions).
 - o Strategies previously attempted (e.g., positive reinforcement, time-out, behavior charts).
- **Social-Emotional Observations:**
 - o Student's interactions with peers and teachers.
 - o Indicators of emotional distress (e.g., crying, avoiding tasks, isolation).
 - o Emotional regulation concerns (e.g., outbursts, difficulty managing frustration).
- **Parental/Student Feedback:**
 - o Insights provided by the student or family regarding challenges at home or in social situations.
 - o Student's own reflections on their challenges and goals.

Signatures and Acknowledgment:

By signing this Intervention Plan, we agree to work collaboratively to support the student's progress and well-being. We will monitor the interventions and adjust as needed to ensure that the student receives the best possible support.

Student's Name: _____

Teacher(s): _____

Special Education Teacher (if applicable): _____

Counselor: _____

Parent/Guardian: _____

Date of Plan Creation: _____