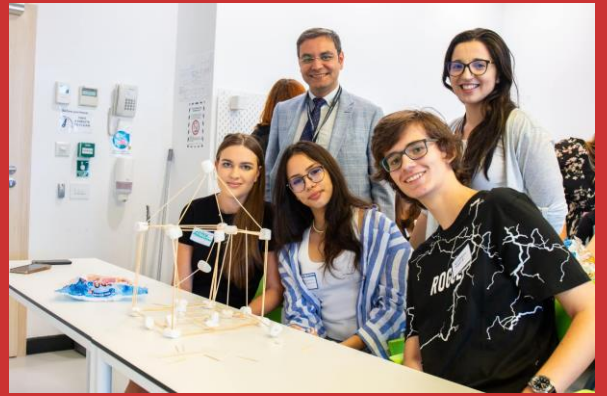


Inclusion Policy 2023





A Note for Parents

Dear OGIS parents,

At OGIS, our school policies are rooted in IB philosophies and practices. We aim to embody the principles of the IB learner profile and the mission in each of our policies.

Our policies have been developed via discussions with teachers, psychologists, parents and students to determine both the content and its priorities. These are the policies we have as an IB World School:

1. Admissions
2. Inclusion
3. Language
4. Assessment
5. Academic Integrity

OGIS is a growing and diverse community and this is a source of pride for our school that we embrace our Romanian identity while appreciating and including students of all identities, social situations, learning abilities and language abilities, as long as we can cater for their particular needs. Our school policies are intended to embrace and encourage our diversity.

We look forward to working at home and at school to ensure that our students receive quality education that meets our high standards and the standards of the International Baccalaureate.

Thank you in advance, for reading these policies thoroughly.

Warmest regards,

Lucia Serban Principal	Andra Anton Vice Principal & IB Head of School	Jack Constant IB Coordinator & DP Coordinator	Cristina Dobre MYP Coordinator

OGIS Inclusion Policy

Olga Gudynn International School

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Olga Gudynn International School is authorised to deliver the IB Diploma Programme. It is authorised as an IB World School.

Olga Gudynn International School is a candidate for the IB Middle Years Programme. IB World Schools share a common philosophy- a commitment to high-quality, challenging, international education- that we believe is important for our students.

* Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP).

Candidate status gives no guarantee that authorization will be granted.

For further information about the IB and its programmes visit <http://www.ibo.org>.

OGIS Mission

Through its educational and formative character, Olga Gudynn Int'l School (OGIS) aims at a well-organized and structured educational system that includes knowledge, beliefs, and behavioral patterns, thus contributing to the formation of a well-balanced personality in accordance with the demands of today's global society.

Our Core Values

In today's society, which is marked by constant change and rapid modernization, academic achievements are not enough to create successful people. The successful people of today's and tomorrow's world respect values such as **empathy, tolerance, creativity, modesty, integrity and respect**. We have high expectations from our students in this regard and we call on parents to work together to encourage students to be **actively involved** in academic and extracurricular activities so as to **shape their character** and **develop their skills, demonstrate responsibility and autonomy in their own education, form relationships based on respect and compassion**, and **take the initiative** to **spread kindness** around them.

Our teachers aim for the holistic development of each student, not only by cultivating their intellect, for it is not enough to simply meet the requirements of the curriculum, but also by creating the environment required for:

- Challenging the intellect and developing practical skills
- Stimulating critical thinking, creativity and innovation in any field of knowledge
- Providing education with respect for fundamental human rights and freedoms
- Demonstrating a spirit of tolerance and inclusion
- Cultivating sensitivity to human dignity and moral-civic values
- Promoting transparency - which involves dialogue and the free exchange of views
- Encouraging accountability for one's actions
- Inspiring respect for nature and the environment

Our school prepares students for the demands of modern society so that, at the end of their school experience, students are prepared for higher education in Romania and abroad.

Our Vision

OGIS aims to become internationally recognized as a school that develops and empowers future innovators and leaders that shape the world of tomorrow. Our vision aims to give each member of our community the respect and dignity that they deserve.

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening 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 the 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.

OGIS, in support of the **IB Learner Profile** and our **IB curriculum**, also champions the aims and goals of the International Baccalaureate Mission:

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Introduction

In the 21st Century, schools are becoming more aware that their students are different and they may represent a range of learning diversities. With this awareness, different levels of support are required in order to provide all their students access to the curriculum. In many instances, students with learning diversities can be integrated into the regular classroom with minor accommodations or modifications in order to facilitate their integration. This process is referred to as inclusion. Olga Gudynn International School supports the policy of inclusion and can accept students with mild learning needs under the condition that they are able to meet the academic requirements of the educational programme. At this time, OGIS does not have a specialised learning support department. However, as the school develops, the hope is that the school can continue to grow in that direction and increase access to more students and reduce barriers to their learning.

Statement of Philosophy

The educational programme at Olga Gudynn International School is directed by three concepts; all of which are reflected in our mission statement. These concepts are holistic learning, intercultural awareness, and community. Each of these concepts impacts the manner in how our school accepts and respects the diversity of the learners among us. If a student is in an IB World School, they will experience a positive environment built around the four principles of good practice: affirming identity and building self-esteem; valuing prior knowledge; scaffolding and extending learning. (IBO, 2010) An IB world school is a place where barriers are removed and challenges are dealt with. (IBO, 2016)

In order to guarantee our students we provide learning opportunities that are available to meet a variety of needs within a diverse population, differentiated tasks and assessments are required, as well as accommodations, modifications, adaptations and alternative resources to ensure all students have access to the curriculum that is academically challenging and yet appropriate to the individual student. As such, academic excellence is viewed in terms of each student fulfilling their academic and social potential as citizens of a global society. In order to meet an individual student's potential understanding and skills, modifications and accommodations may have to be made to the methods of curriculum delivery and assessment of knowledge.

Aims

OGIS Inclusion policy aims are:

- To provide parents clear expectations about what OGIS can and cannot do to support students with learning difficulties
- To ensure teaching practices and learning opportunities provide students with diverse needs access to the curriculum content within achievable limits
- To provide students with opportunities to progress throughout the school programme and report that progress to relevant stakeholders
- To build awareness and foster respect throughout the school (on multiple campuses) and surrounding communities of learning diversities and special needs.
- To create an atmosphere of trust and open, respectful communication when discussing individuals with learning diversities; including those with social, emotional, physical and other challenges

Context for Aims

In 1990 the Romanian Parliament ratified the *Convention on the Rights of the Child*. The nondiscrimination principle (art.2), connected with the right to education (art.28 and 29) states the requirement of Educational Institutes to include all children in the educational process.

The Education Law from 1995 also has a implicit inclusive approach:

“All Romanian citizens have an equal right to education, at all levels and in all forms, regardless of gender, race, nationality, religious, or political affiliation and social or economical status; The State is ensuring the principles of democratically education, and guarantees the right to differentiated education, on the basis of educational pluralism.”

This was strengthened by *Legea educației naționale nr. 1/2011*.

Rationale for Aims

- We believe that Students make more progress when teachers support them and work collaboratively as an effective team.
- Transparent assessment rubrics provide insight to parents and students for setting goals and designing appropriate activities in line with their needs and abilities.
- The delivery of the curriculum can be differentiated to address students' learning needs and fill gaps.
- All stakeholders (teachers, parents and the students) have a shared understanding of the learning needs.
- Relevant information on student progress is communicated in a timely manner.
- Teaching and learning is multi-sensory and practical and can take account of individual profiles and learning styles to the extent possible.

Student Support Team

The creation of a Student Support Team (SST) is to determine whether or not children with a range of learning difficulties will benefit from the OGIS educational program and whether a child should be referred for education at this institution. The school does not have the resources or the ability to offer formalised educational testing for special needs students. The SST consists of the School Counselor, the classroom teacher, the Director of Admissions, the Head of School and the Director. The teams may make recommendations for differentiated strategies or accommodations to support the children with learning difficulties and special needs at our school. The SST may determine that a child with mild special needs can manage the academic program with the support of a classroom assistant or “shadow”. **In such circumstances, parents are required to subsidise all of the cost of the personnel serving as a child’s assistant.**

Student Support Coordinator

The School Support Coordinator (SSC) is one of the roles taken by the School Counselor. This role involves that person providing services for grades K-12. They are there to provide limited support for students who meet the admission criteria to the school. They work collaboratively with classroom teachers, administration, parents and students to create interventions designed specifically to meet individual student needs, so they can access the curriculum. This can include (but is not limited to) assisting classroom teachers to make appropriate accommodations for students with mild learning disabilities or other special needs. The goal is to maximize each student’s potential and equip them with the skills and strategies for academic success. Educational goals are developed for each student in the program and revisited during the year through written reports and parent conferences.

Level of Support

OGIS is able to support students by:

- Ensuring the use of different instructional strategies and materials in order to better support a diversity of learning styles
- Providing acceptable accommodations during class time and assessments
- Allowing extended time for assessments
- Assisting students in goal setting and planning
- Modifying summative assessments to allow better access
- Allowing use of technology to support learning needs in class
- Facilitating collaboration with other teachers
- Offer additional support in subjects
- Communicating regularly with parents, teachers and students to build awareness
- Assisting parents with arrangements for testing or other support outside of school.
- Providing assessment of progress as well as achievement

OGIS is unable to:

- Develop a self-contained education program with specialised learning resources
- Provide an alternative curriculum than what we already have
- Assist with educational support services such as speech or physical therapy
- Accept students with limited intellectual capacity or mobility
- Conduct educational or neuropsychological evaluations
- Guarantee enrollment through continuous grade levels

Identification

The identification process on Admission

Student Support Department (SSD) – Applicants with mild social/emotional issues, learning difficulties or other special needs are referred to our SSC for evaluation. The decision to admit the child will be made by the relevant Principal based on the recommendation of the SSC & Director of Admissions. The school pays due regard to Romanian legislation and in respect to our mission for holistic education, reasonable adjustments are made for pupils with special educational needs and/or disabilities.

Subject to our academic entry requirements being met, we welcome pupils with special educational needs or physical disabilities.

We advise parents of children with special educational needs and/or physical disabilities to discuss their child's requirements with the school before registering for a place at OGIS. This will enable the school to fully determine whether the school can make the required adjustments that will ensure the child can flourish as a learner at our institution. As a school, we will consider what is reasonable, in respect to the context of our school and look at the individual circumstances of each case.

If necessary, parents may be asked to provide a copy of an Educational Psychologist's report or a medical report and the school may need to discuss provision with external agencies. The cost of such reports is the responsibility of the parent. **Where specific provision is required, parents may be asked to pay an additional charge to meet these needs (staffing and/or resources).**

Identification of Needs for Existing Students

National academic screening takes place in the spring for Grades 4 & 6. These national non-summative exams include Mathematics, Reading & Writing (Romanian) and Reading & Writing (English). If a student scores two or more years below his/her chronological age on any component of a standardized test of educational achievement, this should be seen as an indicator of a possible learning difficulty and further investigation is warranted.

Candidates eligible for inclusive assessment arrangements

As specified in Diploma Programme Assessment Procedures (IBO, p. 56) candidates with the following special educational needs are eligible for inclusive assessment arrangements:

- learning disabilities,
- specific learning difficulties,
- communication and speech difficulties,
- autism spectrum disorders,
- social, emotional and behavioural challenges,
- physical, sensory, medical or mental health issues,
- additional language learners.

Special Accommodations for IB Examinations

MYP

Our MYP Coordinator is responsible for submitting requests for inclusive assessment arrangements using the online application in IBIS. In Middle Years Programme inclusive assessment arrangements from Handbook of procedures for the Middle Years Programme: Pilot of on-screen examinations (2015), addresses the needs of inclusion/ SEN students. OGIS will apply these when students will participate with the on screen examinations.

DP

As listed in *Candidates with assessment access requirements* (IBO, pp. 12-25) the following inclusive access requirements can be authorized by the IB:

Access to modified papers - modifications can normally be made to examination papers for candidates with visual challenges or specific learning difficulties.

Access to additional time - additional time may be authorized for written examinations and for certain activities connected to internal assessment according to the candidate's assessed needs. The amount of additional time given to a candidate is directly linked to the degree of the access requirement. For a large number of candidates, eligibility for additional time and the amount of time authorized will be dependent on the standard scores on psychological reports.

Access to writing - candidates who require inclusive assessment arrangements to access writing may be authorized a scribe, word processor, word processor with spell checker/speech recognition software and transcripts.



Access to reading - Candidates who require inclusive assessment arrangements to access reading may be authorized a reader or reading software.

Access to speech and communication - candidates with speech and communication difficulties may need inclusive assessment arrangements to access some assessment components. The use of communicators or augmentative speech equipment may be authorized in these circumstances.

Access to calculator - a standard score of 90 or less in a test of mathematical fluency entitles a candidate to be eligible to use a four function calculator.

Access to practical assistance - in order to be eligible to use practical assistance as an access arrangement, a candidate must show evidence of a physical, sensory or medical challenge. It is particularly suited to situations where there is a concern for a candidate's health or safety.

Access to extensions to deadlines - a candidate must show evidence of a medical or psychological challenge that has genuinely prevented them from completing work in time for the coordinator to submit the work.

Access to exemptions from assessment - if an assessment component or part demands a physiological function that a candidate is not able to perform, an exemption may be authorized. Before submitting a request for an exemption from a component, careful consideration should be given to whether all reasonable adjustments have been considered.

At the discretion of the coordinator, a candidate may be given additional time to complete assignments during the two-year programme. For the submission of work for assessment that is required, the coordinator must contact IB Answers (See section 4.8 Access to extensions and exemptions).

Expectation of Stakeholders

Olga Gudynn International School considers open communication with parents/guardians essential to the successful integration and support of students with learning difficulties/additional needs in the mainstream classroom. When considering whether or not OGIS is the optimal learning environment for a child with learning exceptionalities, we request the following:

- An evaluation of the student by a psychologist, neurologist, or other related specialist valid within the last two years
- Frequent and open communication with the parent/s
- On-going communication from specialist (if any) working with the student outside of school
- Parental support for educational testing, consultations or other services thought by the school or outside specialist to benefit the student's opportunity for future success
- An understanding that in the event the child's needs cannot be met by differentiated instruction and other interventions provided by mainstream classroom teacher, it may be necessary to seek placement in another school.
- An understanding that students with special needs require long-term commitment on the part of parents and school and that regular informal evaluation by the Learning Support Committee is necessary to ensure appropriate progress in meeting the educational objectives has been achieved.
- Any formal evaluation, therapy, or tutoring recommended by the school and conducted by outside specialists must be financed by the parents.

Teachers

The teacher's goal is to increase access and engagement by removing barriers to any student. Classroom teachers should be familiar with recommendations by the SSC for any their students. Accommodations/modifications and targeted goals should be visible and consistent in all their lessons. They need to be written into their lesson plans, visible during instruction, accounted for in assessments etc. The procedure to be taken when a student shows signs of requiring extra support concerning Academic, Social/Emotional or Behavioral issues is the following:

1. Teacher seek verbal feedback from the student's form tutor
2. Teachers record observations of the student in the form of anecdotal notes and work samples.
3. Teachers should try a variety of differentiated instructional techniques
4. Teachers request student observation from the SSC (School Psychologist)
5. Teachers write their observations and feedback to the Director (Head of School) and hand it in person.

Confidentiality School Policy

All should respect the confidentiality of privileged information and not discuss confidential matters outside of school. All children have a right to privacy. Students who are experiencing difficulties at school should not have their difficulties, or successes, discussed informally by anyone, anywhere. When discussing any child with another staff member or parent it should be done in private and not in front of other children.

Staff will maintain confidentiality by not referring to any child outside of the classroom by name or identifying features, not referring to social or learning difficulties in front of other students or members of the ISE community, and being sensitive to making comments or drawing conclusions about a student's behavior or learning profile. This includes comments via Social Media (Facebook, Instagram) or via Messaging Apps. (WhatsApp)

This complies with the Personal Data Protection Act 2018. All this information is considered secure and it is not shared with Third Parties.

Other School Services

Nurses

The school nurses care for and provide support for students who fall ill during the school day. The nurses run regular screening checks and work with families over health issues that arise. The school nurses also help with preventative measures which includes (but is not limited to) information and first aid kits for field trips. There is always at least one nurse on duty during the school day.

English Language Learners

Throughout the school, the teacher designed to provide support to ELL works with students whose level of spoken or written English requires special instruction. Students can enter the Elementary School with very little English. In the Middle and High Schools different levels of English application are required according to grade level. The teacher runs additional English sessions at a designated time during the school day to supplement the ELL's development.

Student Council

Following recommendations to better include students in the learning process in 2018, the student council has grown to include all levels of the school. Students are encouraged to represent their year group in the council and act as a voice in the school. We are looking to expand the involvement of the student council in the school.

Zero Tolerance Policies

In line with recent events in Romania, OGIS fully commits to enact zero-tolerance policies concerning bullying, harassment, racism and sexism. Currently, events are covered by the ROF and are dealt with on a case-by-case basis, in line with the legal code of educational facilities in Romania.

References

IBO, (2010) Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes

IBO (2016). IB continuum: Learning diversity and inclusion in IB programmes. IB Publishing Ltd, The Netherlands.

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