



# Inclusion Policy

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## I. Introduction

Every child has the right to quality education. Some circumstances impede a learner's access to this basic right. Schools as primary institutions for education should have a clear understanding and policies to provide this basic right.

The Manila Times College of Subic (TMTCS), true to its mission of providing equal access to quality education, frames and implements this inclusion policy. This document serves as a handbook to all stakeholders as far as inclusive education is concerned. It outlines the product of the stakeholders' planning in compliance with all legal requirements. It further details the school's principles and practices, as well as the roles, rights, and responsibilities of the different stakeholders.

IB's definition of inclusion is "an ongoing process to remove barriers to learning, with respect to all students. The IB acknowledges the changing histories of students – barriers to learning and assessment are not restricted to those with a 'statement of needs". Inclusion is facilitated in a culture of collaboration, mutual respect, support, and problem-solving involving the whole school community. Likewise, inclusion can be impeded when learning barriers are not identified and removed. (<https://blogs.ibo.org/blog/2019/08/26>)

As an IB candidate school, TMTCS and its stakeholders have undergone a tedious process of 1.) having a common understanding and contextualizing our definition of inclusive education; 2.) identifying the diversity factors of our community and how each factor may be a barrier to teaching and learning; 3.) deciding on the actions needed to remove these barriers; and 4.) assigning the roles, rights, and responsibilities of the different stakeholders. Being in this fast-changing world, we acknowledge the fact that our processes that may have worked in the past may not be as effective after some time. Thus, having the need to regularly review and update this policy.

## II. TMTCS Inclusive Education Policy Statement

TMTCS adopts this whole-school inclusion policy to provide guidance to all stakeholders in responding to the diverse educational needs and contexts of each learner. The principles and practices in the implementation, monitoring, and evaluation of the policy are detailed in this document.

## III. Pillars

To secure efficient implementation, the following pillars are put into place to set and frame the policy:



### 3.1 Legal Bases

**The 1987 Philippine Constitution (Article XIV)** upholds the protection and promotion of the right of all citizens to quality education and steps that should be taken to make such education accessible to all

**Republic Act No. 10533** otherwise known as **The Enhanced Basic Education Act of 2013**, and its Implementing Rules and Regulations (IRR), define the inclusiveness of enhanced basic education through the implementation of programs designed to address the physical, intellectual, psycho-social and cultural needs of learners

**Republic Act No. 7610 of 1992** also known as **Special Protection Against Abuse, Exploitation, and Discrimination Act** declares that it is a state policy to provide special protection to children from all forms of abuse, neglect, cruelty, exploitation and discrimination, and other conditions prejudicial to their development

### 3.2 IB Standards

#### IB 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 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.

### 3.3 TMTCS Inclusion Philosophy

TMTCS believes that each learner is unique and therefore has capabilities and needs different from that of others. This uniqueness is accepted and respected so that learners develop their full potential and effectively play their role as citizens of the world. The manner by which their needs are addressed should be appropriate to their needs.



## 3.4 TMTCS Guiding Principles

### 3.4.1 Environment

Refers to the physical and the technical aspects that will secure execution of standards in the delivery of inclusive education

- Physical Aspects

The school shall secure improvement and development of the facility that will provide and address various needs of its stakeholders that include but are not limited to:

- Available facilities that address various needs (such as ramps, handrails)
- Areas and spaces that will support individual and common interests, passion, inclination, and other potential

- Technical Aspects

The school shall protect the identified needs of learners and other stakeholders, through appropriate guidelines and regulations, planning, and establishment of inclusive culture and practices.

- Consistent and regular integration of inclusive practices on different Institutional initiatives, such as planning, improvement, development, and guidelines
- Regular and periodic orientation and information dissemination that will enhance the application and practice of an inclusive environment

### 3.4.2 Culture

Refers to the pattern of behavior and the norms shared and practiced by the community

- The school implements, communicates, and regularly reviews an inclusion policy that creates a culture that supports all students to reach their full potential.
- The school implements and reviews an inclusion policy that meets IB guidelines.
- The school identifies in its inclusion policy all its legal requirements and outlines the school's structures and processes for compliance.
- The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programs

### 3.4.3 Diversity



TMTCS is a diverse community in many ways. Culturally, learners and families come from different countries and have multiple nationalities, with families that have mixed parental origins. They are also diverse in their needs, interests, religions, and language. This diversity is the object of this policy and other related policies of the school. This also paves the way for laying a common understanding of INCLUSIVE EDUCATION first and foremost.

### **3.4.4 Equity**

UNESCO defines equity as “the extent to which access and opportunities for children and adults are just and fair. This implies the reduction of disparities based on gender, poverty, residence, ethnicity, language, and other characteristics. This inclusion policy aims at providing an equitable quality education

### **3.4.5 Safety**

Safety in education refers to physical, emotional, and psycho-social aspects. Certain processes and practices are put in place to ensure safety not only for the learners but also for the entire community.

### **3.4.6 Empowerment**

The goal of education is sustainability. Learners are provided with opportunities and experiences that empower them to advance from their current status into life-long learners who are endowed with the IB Learner Profile attributes.

## **IV. Definition of Terms**

**Inclusion** – In TMTCS, inclusion happens when barriers in learning are removed, and diversity is celebrated to make way for a kind of community that welcomes all learners. Simply put, inclusion transpires when no learner is left behind.

An inclusive environment aims for the learners to be more engaged, confident, and supported as they explore and learn from their environment.

**Differentiation** – The school believes that one size does not fit all, hence differentiation is present in the classrooms. Differentiation takes place when content is taught, and the inquiry cycle is followed with consideration for the student’s learning styles and preferences. This is followed most especially in student-led inquiries.

**Intervention** - This refers to the support provided by the school’s academic team to learners to help them develop the skills they need to adjust and cope with their academic life.



## V. Inclusion Services and Culture-Building Practices

To make sure that the learner has access, participation, and support, the inclusion practices that are in place in various sub-areas are detailed below.

### 5.1 SERVICES

#### 5.1.1 Admissions

Learners applying for admission to TMTCS are assessed in varied ways to determine the kind of support they may need. Written assessments are given to learners who are developmentally ready. Observation with a checklist is used for early primary years for skills demonstrated. A review of the records from the previous school is also crucial. Lastly, an interview with the guidance office and the coordinators is done.

Use of enrollment form that is compliant with privacy policies and has a checklist of possible factors worth looking into such as mother tongue, and physical/mental/ conditions as a preliminary review for a possible need for learner support.

If a student is identified as potentially needing learning support with a diagnostic report, the student should be assessed by the Guidance Officer and a report will be given to the Admissions Office with details from findings and recommendations. The learning needs of the candidate student and the diagnosis are discussed with the Academic Team, school management, other relevant staff, and the parents/guardians to discuss the support suited for the learner.

#### 5.1.2 Individual Academic Intervention

This ensures that there will be accessible support to all types of learners as reflected in their Individualized Education Plan (IEP) as recommended and discussed by the Academic Council with parents/legal guardians

#### 5.1.3 Language Program

The Manila Times College of Subic celebrates the learners' identity, language, and culture. The school encourages students to value their language as it is part of their identity. Policies on languages are in places such as learning the school's shared language which is English and the host country's language which is Filipino.



We cater to students whose mother tongue is not English. Students whose 1<sup>st</sup> and 2<sup>nd</sup> language is not English will be required to undergo a Language Support Program before mainstreaming into the classrooms.

#### **5.1.4 Transition and Enculturation**

Transition program from exit points ( kindergarten to grade 1, grade 6 to high school and high school to senior high) is done to ensure that the child will experience a smooth transition to the next grade level. This is also extended to new students. The school:

- Hosts meetings or assemblies and open-house opportunities where the focus is on the differences and similarities between exit points
- Invites new students to come to school a day before returning students to get information, practice routines, and meet teachers
- Develops activities where students can socialize prior, during, and after transitions, such as school events, projects, clubs, and sports fest

#### **5.1.5 Resources**

Short-term and long-term resource requirements (curriculum materials, assistive technologies, facility needs) in line with the school's definition of inclusion and the school development plan are provided.

#### **5.1.6 Inclusive Assessments**

Authentic assessments in the form of performance tasks, integrated projects, and GRASPS (Goal, Role, Audience, Situation, Product, Standards) are made sure to cater to students from diverse backgrounds who might have diverse needs. The teachers provide the recommended support, accommodations, and modifications in assessment.

### **5.2 INCLUSIVE CULTURE-BUILDING PRACTICES**

5.2.1 Appreciation and tolerance to diversity wherein each learner is respected for his/her uniqueness.

- Integrate into the core school culture international-mindedness, ensuring that it is embedded in the mission statement and policies
- Provide opportunities to promote inclusion in the school community such as events that are reflected in the school calendar



## 5.2.2 Fair and just access to learning opportunities

- Define processes that remove barriers to learning for every member of the school community
- Provide support to students, families, teachers, and staff in transition through meaningful and inclusive induction programs
- Initiate collaborative and constructive relationships with the school's local community

## 5.2.3 Safe learning spaces

- Provide and help create a safe school environment where members of the community feel included, secure, respected, and trusted to voice their differences
- Encourage collaboration amongst all stakeholders.
- Value ideas and organize meetings and conferences which aim to discuss ideas and thoughts on various subjects.
- Promote a culture of respect, kindness, and concern to all community members.
- Model internationally-minded values and disposition

## 5.2.4 Empowered to become life-long learners

- Provide an opportunity for learners' transition from each level to the next
- Help learners build their confidence and independence and acquire the ATL (Approaches to Learning) skills
- Encourage learners to participate in decision-making
- Enable learners to become independent learners by guiding them monitor their own progress

## 5.2.5 Supporting Inclusivity

- Professional Development for Faculty and Staff

Professional development opportunities are available in the school. Teachers are encouraged to attend seminars, workshops, and courses to improve the teaching-learning strategies for all students. These professional development opportunities will also help teachers handle diverse learners and cater to those students that require an IEP. The school staff is also educated on how to communicate and address learners with differentiated learning needs.

- Strengthened home-school partnership & support strategies

Home-school partnership is strengthened through the different activities and channels of communication used. The guardian notification facility in Google classrooms enables parents to be updated on their children's academic progress. Parent-teacher conferences are another way of involving parents in the learners' development in school. For quick and general reminders and announcements, the parents' group chat is significantly helpful. Academic interventions are done when necessary.





## VI. Roles and Responsibilities

### 6.1 The Principal

- Ensures that the school community remains inclusive by spearheading the revisions and improvements of the inclusion policy if needed.
- Leads the faculty and staff in making programs, workshops, and events that promote and celebrate inclusion and diversity.

### 6.2 The PYP Coordinator

- Collaborates with the Guidance Officer and faculty to assist students with learning support requirements
- Liaises with International Baccalaureate, making sure that the school is up to date with information, newsletters, articles, or workshops that are related to inclusion.

### 6.3 The Guidance Officer

- The guidance officer, together with the subject teacher, will be responsible for creating Individualized Learning Programs for students with differentiated learning needs
- Organizes workshops, academic discussions, seminars or webinars which can help raise awareness on different topics concerning inclusion

### 6.4 Faculty

- Works with the guidance officer in implementing the learning programs
- Participates in different programs organized to inform the community about inclusion
- Make sure that they themselves are updated on the topics and studies on inclusion
- Promotes diversity through the use of varied media in the teaching process
- Provides opportunities to discuss and reflect on cultural, linguistic, ethnic, and social diversity
- Facilitates and supports learners in developing empathy and understanding different perspectives
- Reinforces inclusive values and behaviors in all learning spaces
- Challenges assumptions and biases through inquiries about diversity
- Makes sure that each learner is considered a unique individuals
- Allows learners to make mistakes, learn from their experience, and overcome obstacles
- Teaches learners how to behave appropriately when others make mistakes, fail, or face obstacles they struggle to overcome
- Includes parents and legal guardians in learning how to be inclusive
- Prepares to respond to and discusses difficult topics such as national identity, or local and global conflicts



## 6.5 Parents

- To communicate to the school all information and documentation regarding their child's learning support requirement
- To communicate with the school regarding any changes in their child's learning support requirement, special educational needs, and any other issues that may affect their learning
- To provide the documentation needed for IBO accommodation requests
- To play an active role in their child's education

## 6.6. Registrar

- Informs the principal and the guidance officer about enrolled students and the concerns raised by their parents
- Communicates important information to the class advisers regarding the students.
- Keeps the permanent school records and report cards after the reading with the Department of Education.

## 6.7 Learners

- Mindful about inclusive social behavior during play and other class activities
- Tolerant and respectful of individual differences
- Sensitive to the feelings of others during social activities
- Allow pride about everyone's cultural traditions through class sharing and similar activities
- Listen to everyone's opinions and viewpoints with respect and without assumptions or prejudice.
- Learn to be aware that the whole body can be used for communication (verbal and non-verbal communication), and may convey messages of inclusion.
- Treat everyone with mutual respect, including those who belong to different cultural backgrounds and those who are speaking foreign languages.
- Resolve conflict through peaceful dialogue
- Help new students feel comfortable and accepted in the learning community
- Take responsibility for their own actions
- Model appropriate behaviors when insensitive behaviors are observed
- Help one another to develop self-confidence and in acquiring the ATL skills

## Privacy Statement

The learning support teacher respects the rights and responsibilities of parents for their children and endeavors to establish, as appropriate, a collaborative relationship with parents to facilitate the student's maximum development. There is ongoing communication between the parents and the



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learning support department. Regular feedback and the progress of the child are shared with the parents.

There are records of confidential students' files, which are kept inside locked cupboards, with the relevant information consisting of IEPs and session reports. These files are accessible to the Learning Support Educator, Head Counselor, Principal, and Head of School.

## References:

<https://www.edu-links.org/learning/guiding-principles-disability-inclusive-education>

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IB Guide to Inclusive Education: A Resource for Whole School Development