

INCLUSION POLICY

Rationale

The IB states, "Inclusion is an on-going process that aims to increase access and engagement in learning for all students by identifying and removing barriers, This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem-solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities."

(IB Programme Standards and Practices).

Medan Independent School (MIS) strives to include all children regardless of nationality, race, gender, religious affiliation or academic ability. All MIS classroom teachers endeavor to enhance the learning of all their students, including students with learning support requirements. MIS strives to create healthy, safe, effective and friendly learning environments while identifying and eliminating barriers to learning by supporting students using a variety of teaching strategies.

Because MIS has a small student body, we recognise that we cannot hire a certified learning support specialist. Within this limitation, all teachers endeavor to meet the diverse needs of all students.

MIS recognises that in some cases students may require professional educational testing and will recommend this testing if deemed necessary. Parents will then be responsible for following the school's recommendations. It is expected that parents will share any outcomes of such testing to better enable the school to address the identified needs.

This policy has been developed in accordance with the IBO Special Educational Needs Guidelines issued in November 2019 as well as Indonesian Government directives on the implementation of the United Nations Convention on the rights of persons with disabilities, December 2016. By Indonesian convention, those with educational needs must be taken into account and given reasonable accommodations in an educational setting, are:

"Those with long-term physical, mental intellectual or sensory impairments which in interaction with various barriers may hinder their full effective participation in society on an equal basis with others and (sic) have a higher potential intelligence and/or special talents."

(First report of the Republic of Indonesia on the Implementation of the United Nations Convention on the Rights of Persons with Disabilities, 20 December, 2016)

By Indonesian convention, the definition of 'reasonable accommodation' is:

"Necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms."

(First report of the Republic of Indonesia on the Implementation of the United Nations Convention on the Rights of Persons with Disabilities, 20 December, 2016)

Defining "Inclusion"

MIS has adopted the IB terminology "Inclusion" that "is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers." (Learning Diversity in the IB Programme,

pg.3) MIS strives to have an inclusive PYP, MYP and DP Programme across the curriculum.

MIS Practices

The IBO Learner Profile promotes active engagement of all students at their own level of skill across all curriculum areas. While we do not have an expert on hand for supporting students with Special Educational Needs, we have EAL/SL support and, where needed, we have a referral system for students with Special Educational Needs (in Singapore and in Jakarta as required). The consultant in Jakarta can be utilised to build an IEP where this is deemed necessary.

Admissions

At MIS all incoming students are placed on an individual basis. Potential MYP and DP students whose academic ability is more than two years below their grade cohort may be refused admission. Ability level determined by MAP testing. An English language assessment will be completed and used to determine admission and/or the level of language support the student will require. All incoming students are assessed both formally and informally by their teachers within the first month of their arrival.

Teaching Methodologies

All MIS curricula and teaching practices promote inquiry based learning. Teaching methodologies employed at MIS facilitate and encourage individual development across all curriculum areas. All teachers are encouraged to use best teaching practices. Teachers utilise assessment to guide conceptual understanding in a global context.

Assessment

Teachers are encouraged to use inclusive assessment practices in order to meet the needs of all student learning modalities. A variety of assessment procedures, as detailed in the Assessment Policy, are used to record student progress and inform the teacher on how to best modify strategies.

The IB Diploma Programme Admissions Policy

Students entering the IB Diploma Programme from within MIS need to demonstrate in the MYP that they are likely to successfully complete and pass the programme. This evaluation will be dealt with on an individual basis between teachers, students, and parents. Students that do not demonstrate this in MYP will be supported with either:

- a) taking individual IB DP Courses and the MIS High School Diploma or
- b) Taking only the Indonesian High School Diploma

Scholarship students will also be considered based on previous grades and MAP testing results.

The decision on whether a student can enter the IB DP or not will follow these categories.

A. Internal MYP students

1. A minimum final achievement score of 2 in each of the following subject groups: language & literature, language acquisition, individuals & societies, science and maths is required to graduate the MYP and enter the DP Level. It is important to note that entering the DP Level does not automatically mean that the student will enter the Full Diploma Stream (see below).
2. Completion of the personal project and service as action requirements.

B. External MYP Students

1. A minimum final achievement score of 2 in each of the following subject groups: language & literature, language

acquisition, individuals & societies, science and maths. It is important to note that entering the DP Level does not automatically mean that the student will enter the Full Diploma Stream (see below).

2. Completion of personal project and service as action requirements.
3. One teacher recommendation which addresses behavior, attendance, motivation and self-discipline.

C. External non-MYP students

1. A Mathematics skills and concepts test (currently MAP) of 240.
2. An English written test (Currently MAP) of 218.
3. An English Reading Examination of 220.
4. One teacher recommendation that addresses student behavior, attendance, motivation and self-discipline.
5. School report cards/transcripts that demonstrate a satisfactory level of achievement (on a case-by-case basis, depending on the program of the previous school).

Interview (internal and external students)

(a) All applicants will be interviewed to ascertain their level of commitment and ability to take personal responsibility for their learning, as well as their level of oral English fluency. The primary purpose of the interview is to consider the applicant's capacity to succeed not only in their individual subjects but also in the core components of CAS, theory of knowledge and the extended essay.

(b) All candidates must sign an academic honesty contract indicating their commitment to MIS's policy of academic honesty.

(c) External students must submit an admissions form and complete the AUP, the photo waivers, the IB Waiver, and any additional documentation that may be required.

Transfer Students

(a) Students who transfer from other IBDP schools are welcome. MIS will work closely with parents and other DP coordinators to ensure as smooth a transition as possible.

(b) Where appropriate subject or level is not available at MIS, parents may need to pay the cost of tutoring or of an online course using Pamoja or an alternative process. The criteria outlined above do not, on their own, determine a candidate's eligibility. Individual circumstances and student interest are also taken into account. MYP students, both internal and external, for example, may be required to take a skills and concepts test if doing so would help place them in a more suitable level.

Pamoja

We offer a broad selection of subjects using the online Pamoja courses. Due to the challenging nature of motivating and maintaining grades on an online course, only students who have achieved between a 5-8 in the MYP or equivalent should join Pamoja courses. In all admissions cases, the Head of School makes the final decision.

The Three High School Tracks

1. The Full IB DP

This track requires the student to take six subjects in line with the IBs specifications plus the IB DP core.

2. The IB DP Courses and MIS High School Diploma

This track requires the student to attend six subjects in the mainstream class. They may opt to take less than the six subjects required for the full IB DP. However, they still must complete the CAS, EE, and TOK requirements, which will be assessed in school by MIS.

3. The MIS High School Diploma Only

Students will attend all six subjects in the mainstream class and complete the MIS CAS, EE, and TOK requirements assessed in school by MIS as mentioned above. However, a 'GPA' of 3 is required to receive the MIS High School Diploma.

Rights and Responsibilities

All students at MIS, no matter what their learning needs are, have the right to a learning environment where they feel accepted for who they are, where they are able to access learning and assessments, and where they are about to meet their potential. In order to achieve this, the following groups have certain responsibilities:

The school, including school leadership:

- Ensure consistent implementation of the Inclusion Policy, Admissions Policy and other school policies, by promoting policies and providing training/support as appropriate.
- Ensure sufficient resources are provided based on the needs of enrolled students.
- Support each other with especially sensitive cases.
- Ensure that students eligible for accommodations in teaching and learning activities, including external assessment, receive them.
- Provide opportunities for the learning community to model, develop and demonstrate aspects of inclusion.

Teachers:

- Educate all students, no matter what their learning needs are.
- Create a learning environment where all students feel accepted for who they are.
- Inform themselves about students' learning needs, by reading and contributing to IEPs, where applicable.
- Differentiate appropriately for the student, seeking support where necessary,
- Collaborate with colleagues as necessary,
- Provide feedback in programme meetings as necessary.
- Maintain regular communication with parents as necessary.
- Ensure any required accommodations/modifications are provided for the students in all teaching and learning activities including assessments.
- Refer students who may have a suspected learning need to the Counsellor.
- Teachers have the right to training and resources to be able to adequately support all students in their classes.

Learning Support specialists / department / case manager:

- Coordinate learning support for identified students.
- Provide support for students via small group sessions, in-class support and drop-in sessions.
- Collaborate with students' teachers to provide effective support.
- Maintain frequent communication with parents/caregivers regarding students' progress.
- Keep accurate records.

External Support Liaison:

- Maintain a list of external contacts including educational psychologists, speech and language therapists, etc., at the request of and in collaboration with staff.
- Contact outside agencies for advice and further information, at the request of and in collaboration with staff.

Parents/caregivers:

- Provide the school with relevant information regarding their child's progress, learning, health information, etc.
- Adhere to the MIS admissions procedures.
- Support their child at home with their studies, considering any recommendations from the school.
- Provide a comfortable home environment for their child, where they can complete assignments undisturbed.
- Maintain regular contact with the school, in particular their child's 'case manager'.
- Parents/caregivers have the right to be informed of their child's academic performance.

Links to:

- Admissions Policy
- IB Diploma Programme Admissions Policy
- Assessment Policy

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February 2023

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