



LA SALLE GREEN HILLS IB Diploma Programme Inclusion Policy

I. 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.

II. LSGH Vision and Mission

Vision:

LSGH 2025: The school of choice.
Building character, forming leaders.

Mission:

Inspired by the teachings of Jesus and the charism of St. John Baptist de La Salle, La Salle Green Hills, a Catholic school, promotes the values of Faith, Service, and Communion.

We bring out the best in our students by nurturing their gifts, passion, and full potential through innovative and relevant educational programs; highly competent and committed educators; and 21st-century learning environment.

Working together as a community, we develop Lasallians who are exemplary leaders who care for the poor and the environment.

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III. The IB Learner Profile

All IB programmes aim 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**
IB learners exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.
- **Knowledgeable**
IB learners explore concepts, ideas, and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers**
IB learners exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.
- **Balanced**
IB learners understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.
- **Caring**
IB learners show empathy, compassion, and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference in the lives of others
- **Reflective**
IB Learners thoughtfully consider the world and their own ideas and experiences. They work to understand their strengths and weaknesses in order to support their learning and personal development
- **Communicators**
IB learners understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

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- **Principled**
IB learners act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded**
IB learners understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- **Risk-takers**
IB learners approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

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.

IV. Introduction to Inclusion Policy

The Declaration on the Lasallian Educational Mission outlines several features of Lasallian education, including its comprehensiveness in addressing all aspects of a person, such as their habits, physical and emotional well-being, intellectual and ethical development, professional preparation, and spiritual dimension. This education is also inclusive in uniting theory and practice, providing unity and meaning, and preparing students to live well as citizens.

Another key foundation of Lasallian pedagogy is student-centered education, which emphasizes the importance of teachers knowing each student, including their learning style, personality, and unique qualities. This knowledge is crucial for implementing differentiated, adapted, and personalized effective, efficient, social, holistic, inclusive, and Christian education. To achieve this, certain principles like demand, flexibility, logical follow-up, and complexity must be acquired through pedagogical progress.

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V. Principles of IB Inclusion Policy

The International Baccalaureate (IB) is dedicated to inclusion and diversity. Its inclusion policy ensures that every student has access to an IB education, regardless of their background or individual needs.

The IB inclusion policy is founded on the following principles:

- 1. Access and Equity:** The IB is committed to providing equal access and opportunities for all students, including those with learning difficulties or other special needs. The goal is to create an inclusive environment that supports the learning and development of every student.
- 2. Differentiation:** Recognizing that students have varied learning styles and needs, the IB offers a flexible and differentiated curriculum. This allows teachers to adapt their teaching methods to suit individual students.
- 3. Collaboration:** The IB promotes collaboration among teachers, students, and families to ensure that all students receive the support they need to reach their full potential. Additionally, it encourages cooperation between schools and communities to foster inclusive learning environments.
- 4. Continuous Improvement:** The IB is committed to ongoing improvement, regularly reviewing its policies and practices to enhance inclusivity and effectively address the needs of each student.

Overall, the IB inclusion policy aims to provide all students with access to high-quality education tailored to their individual needs, thereby fostering their learning and development.

VI. Objectives of the Inclusion Policy

At La Salle Green Hills, we are dedicated to fostering a welcoming and inclusive environment that celebrates diversity and promotes equity for all students in the IB Diploma program. Our inclusion policy ensures that every student has equal access to opportunities and resources, regardless of race, gender, religion, sexual orientation, socioeconomic status, or ability.

To achieve this, we aim to:

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1. Provide a safe and respectful learning environment for all students. Any form of discrimination, harassment, or bullying will result in sanctions as outlined in the student formation handbook.
2. Ensure our policies are inclusive and responsive to the diverse needs of our students by offering reasonable accommodations and support for students with exceptional needs (SEN). For more details, please refer to the provisions for support for exceptional students on page 3 of this document.
3. Offer professional development opportunities for our staff to enhance their cultural competence and promote inclusivity in their teaching practices.
4. Encourage student participation in extracurricular activities, clubs, and events that celebrate diversity and promote social justice. A list of curricular and co-curricular activities and clubs can be found on pages 95-97 of the Student Handbook.
5. Establish partnerships with community organizations and stakeholders that align with the school's commitment to inclusivity and diversity. The Integrated Lasallian Formation Program of the school fosters these partnerships, and more information is available on page 80 of the Student Handbook.
6. Conduct regular reviews and assessments of the inclusion policy and practices at the end of each school year to ensure they align with the IB's mission statement.

VII. On Inclusive Access Arrangement for Students with Learning Barriers

A. In learning and teaching, including all formative assessments

The policy's application is based on the principle that assessment is part of learning and teaching. Therefore, access arrangements must not only apply to students during summative IB assessments but also be available throughout the course of study. This includes all classroom work and formative assessments that are part of everyday learning and teaching.

The following steps are observed to ensure optimal support in removing or reducing barriers during teaching, learning, and assessment.

1. At the onset of the school year, the IBDP Coordinator requests a list of students from the IB Counselor who may need inclusive access arrangements or

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assessment accommodations. This is the first step in identifying the barrier to learning and teaching.

2. To identify the needed support, the IB DP Coordinator and IB Counselor gather the following documents:
 - teacher observation of the student in the classroom
 - information from past teachers, parents/legal guardians, or the student about previously identified challenges,
 - anecdotal information from parents/legal guardians about what they currently observe at home
 - reports from professionals such as psychologists and doctors
3. The IB DP Coordinator, IB Counselor, and concerned IB teachers convene to discuss the student's inclusive access arrangements in line with the following guidelines:
 - carefully individualized, evaluated, and monitored
 - applied throughout the course of study
 - reflect the optimal support that the student requires
 - based on current, not past, requirements
 - drawn from teacher observations in the classroom
 - considered in line with the eligibility criteria for inclusive access arrangements in the Access and Inclusion Policy
 - strictly based on individual requirements (and not provided as a standard to all students with learning support requirements in the school/classroom).
4. The inclusive access arrangements must be put in place as soon as the need for additional support is identified by a professional such as a psychologist, observed (at school or at home) or after learning about a previously identified challenge (such as when the student enters an IB programme).
5. A decision-making framework to plan access arrangements for students shall be followed:

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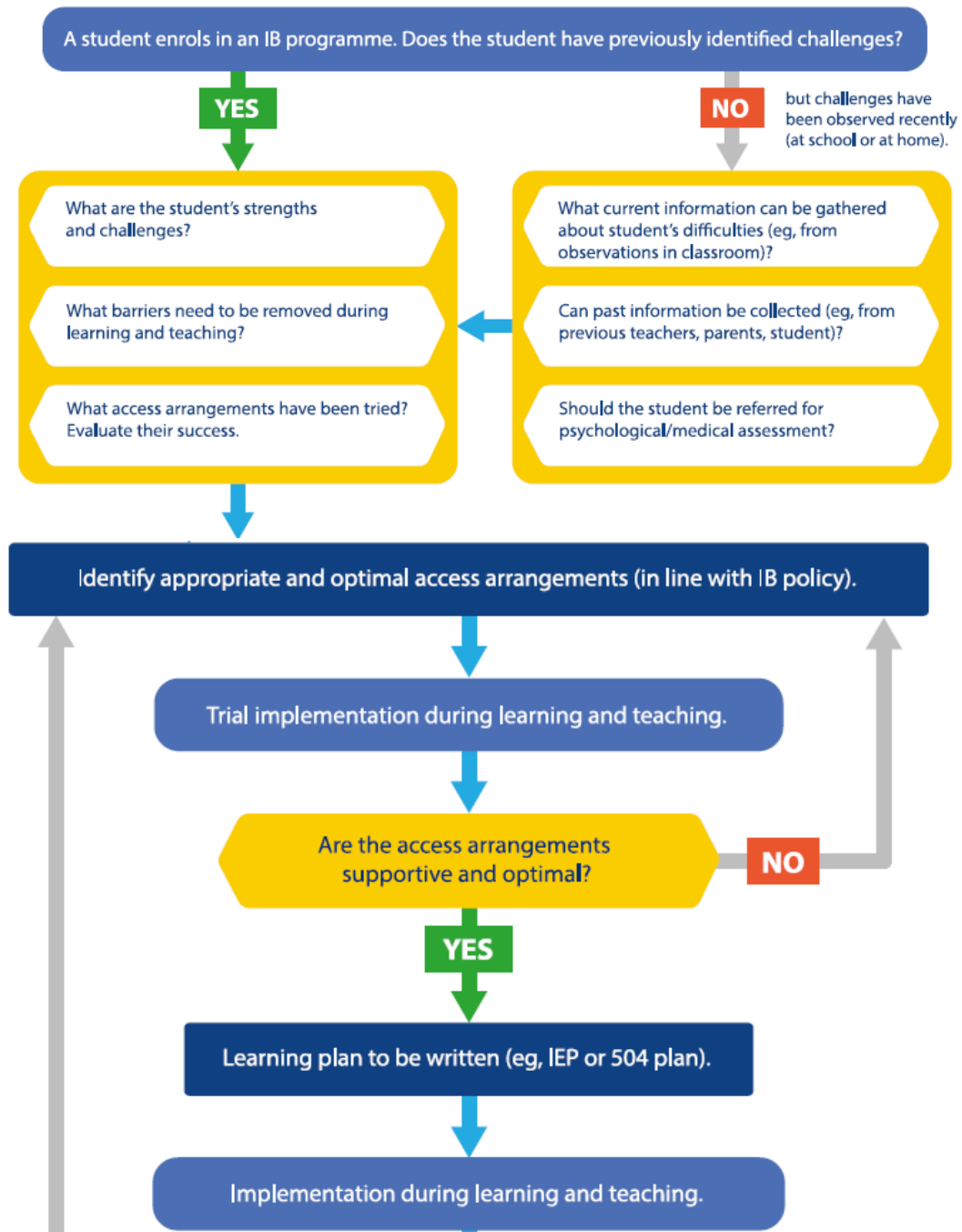
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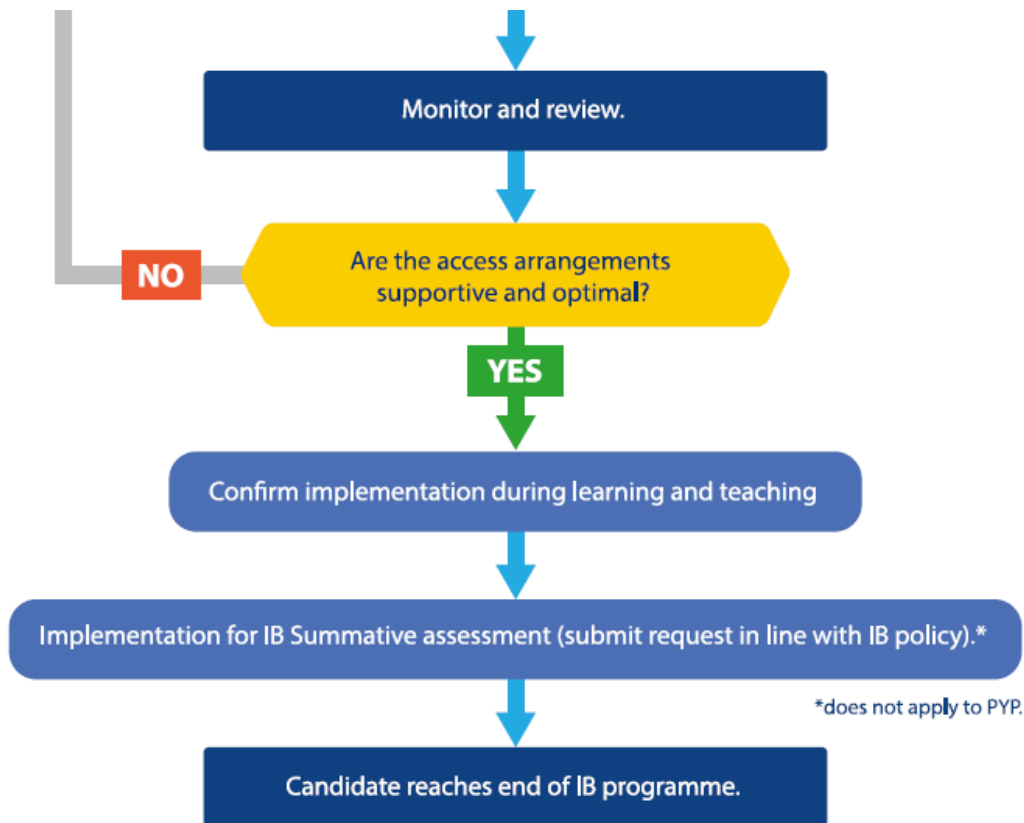


Figure 1

The decision pathway for inclusive access arrangements

Inclusive access arrangements: Decision pathway





Please note: Access arrangements and learning plans should be monitored and reviewed throughout a student's IB programme. If at any point further or new challenges are observed, you must re-visit the decision pathway above.

B. In IB Assessments

1. The IB DPC first consults the IB if there is a plan for access arrangements for IB assessments that do not comply with the eligibility criteria stated in the access and inclusion policy, including those requested by parents/ legal guardians.
2. It is important to note that no assumption can be made that the IB will authorize arrangements that do not meet the eligibility criteria of the access and inclusion policy even if that has been the usual way of working. The IB will only in exceptional and unusual cases authorize a request for inclusive access arrangements that are not the usual way of working and/or that have been put in

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place to support the student only in the last six months of study, just prior to the examinations.

3. The access arrangements are to remove or reduce barriers and it should not give the student an undue advantage.
4. If the access requirements for a student as observed in the classroom do not match the eligibility criteria for IB assessments as stated in the policy (i.e. if the student is eligible for 50% additional time but in the classroom teachers observe that the student requires 25% or vice versa), then the school must add this information to the educational evidence provided to the IB.
5. In the case of internal assessments, marks must always be awarded based on the student's work in accordance with the assessment criteria. Under no circumstances must teachers consider other factors such as the student's challenges or difficulties.
6. LSGH should meet all the conditions specified by the IB when administering inclusive access arrangements, otherwise, the student will not be awarded a grade in the subject and level concerned.
7. LSGH must not in any way communicate with an examiner about a student's learning support requirements.
8. All examinations must be invigilated according to the regulations governing the conduct of examinations for the relevant programme. And the person invigilating the student's examination must not be a relative of the student, or any other person with whom there may be an apparent or perceived conflict of interest.
9. To request for inclusive access arrangement, the following shall be observed:
 - a. The coordinator must submit the application for inclusive access arrangements on behalf of the student.
 - b. Although a teacher may complete the application, it is ultimately the coordinator's responsibility to submit the completed form to the IB.
 - c. All requests for inclusive access arrangements submitted by a coordinator must have the support of the head of the IB World School (all correspondence from the IB concerning students with access requirements will normally be addressed to the coordinator).
 - d. All requests for access arrangements for IB assessments must be:

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- based on the usual way of learning and teaching in the classroom
- in line with the eligibility criteria stated in this policy
- submitted along with supporting documents as evidence
- submitted by the deadline stated in the Assessment procedures for the relevant programme(s).

10. Two forms of supporting documentation are required when submitting a request for access arrangements for IB authorization.

A. An official report.

A psychological/medical report should be:

1. undertaken within three years of the intended examination that the request relates to and dated accordingly. However, the IB can be flexible with the date of medical reports for students with permanent sensory and/or physical challenges, but the language test for additional language learners must be conducted no earlier than one year before an IB assessment and the report must be dated accordingly
2. written by medical, educational or psychological professionals with appropriate qualifications and/or professional licenses in their country of residence.
3. not written by a relative of the student
4. or can be online standardized psychological tests (not screening tests) if the school has a member of staff with the relevant expertise to conduct the tests and sign the reports.

All psychological reports from external professionals must:

- be legible, on a document with a letterhead, signed and dated
- be accompanied by a translation into English, French or Spanish, if it is not written in one of these IB working languages
- state the title, name, and professional credentials of the person(s) who has undertaken the testing or who is writing the report
- state the student's performance on standardized psychological tests (where available and published, recent editions of standardized tests should be employed)

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- report results as standard scores, which have a mean of 100 and a standard deviation of 15, and not percentiles or age/grade equivalents.

A full psychological test report testing all areas is not required. The IB only requires scores in the areas that have been observed or identified as challenging for the student.

B. Educational evidence from the school.

1. Educational evidence can be a letter/observational report from the coordinator and/or the student's subject teacher(s) outlining any difficulties that may be apparent in the classroom, plus a summary of the arrangements provided to the student in order to access learning and assessment.
2. Educational evidence can also be provided by way of a detailed individualized educational plan for the student, or a sample of work done under timed conditions.

VIII. Access Arrangements for Adverse Circumstances

1. Adverse circumstances are situations that have their onset during the examination(s) or up to three months before the written examination required to attain the IB Diploma. These situations are beyond the control of a candidate and/or the school, they affect a candidate and have a bearing on their performance in IB assessments. "During examination" refers to the 24-hour period before the scheduled written examination and throughout the written examination itself.
2. The candidates who are eligible for mitigation measures are as follows:
 - a. Individual candidates - Adverse circumstances such as medical issues, mental health difficulties, and bereavement can impact individual candidates.
 - b. Multiple candidates - Adverse circumstances such as natural disasters, civil unrest, and the bereavement of a classmate (affecting the closest peers) can impact multiple candidates. This may also include an entire cohort.
3. The mitigation measures stated in this policy can be applied to both individual and multiple candidates. To be eligible for mitigation measures, candidates must have

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completed the course of study and been affected by an adverse circumstance during the written examination(s) or during the three months before the written examinations that would impact their assessments. Mitigation measures will only apply to individual candidates who have communicated to the school about their adverse circumstances before/during the examination(s). This may also be communicated to the school by the parents/legal guardian(s).

4. Mitigation measures are the actions available to the IB to support candidates who are impacted due to adverse circumstances. The available mitigation measures are as follows:

- a. Authorization of inclusive access arrangements
- b. Deferral of external assessment to a next or future examination session
- c. Extensions to IB submission deadlines
- d. Assessment rescheduling
- e. An alternative venue
- f. Missing mark procedure for incomplete assessment
 - o The missing mark procedure can only be applied for the impact of adverse circumstances that occur during the written examination, inclusive of the 24 hours before the start of the scheduled examination and throughout the examination itself

5. The school adheres to the responsibilities cited by the IB:

- To support candidates through any difficult circumstance by offering flexibility of teaching and learning support, including counselling when required.
- To ensure that parents/legal guardians and candidates understand that they must declare the adverse circumstance before/during the examination(s) for mitigation measures to be applicable.
- In selecting the mitigation measures to support a candidate, the school must consider both the unique situation of the candidate as well as the validity of IB assessments.
- Before submitting a request with supporting medical documentation to the IB, the school must obtain consent from the candidate if they are at the age of consent in their country, or otherwise from the candidate's parents/legal guardians.

IX. School Policy on Special Education and Student Services

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To ensure that our policies are inclusive and responsive to the diverse needs of our students, the school has mandated an office to provide accommodations and support to students with exceptional needs (SEN).

The Education Intervention Program under Guidance and Education Intervention Services (GEIS) of La Salle Green Hills has SPED teachers assigned to help students with learning difficulties and external linkages to address student's exceptional needs.

The Education Intervention Program specifically aims for the following objectives:

1. Assist the counselors and teachers in handling students with learning difficulties.
2. Provide results of classroom observations in monitoring student's classroom performance and behavior.
3. Recommend appropriate interventions/accommodations to address particular difficulties and giftedness concerns in the classroom.
4. Follow up, monitor, and review the implementation of the suggested interventions in the classroom.

A. Education Intervention Program Referral

1. The homeroom adviser, subject teacher, administrator/s, and/or parents concerned may refer students with behavioral, learning, and giftedness concerns to their grade-level counselor.
2. The grade-level counselor reviews the student's available assessment report/s and monitors the student's performance in the classroom. He/She conducts conferences with parents and teachers for preliminary interviews and assessment. If a student needs to be assessed for a probable condition, the grade-level counselor refers the student to a recommended specialist (developmental pediatrician, psychologist, and/or psychiatrist). If the student has not yet submitted a formal assessment report, the parents are advised to submit the assessment and if the student needs special education services, he/ she is endorsed to the EIP teacher.
3. A student without a formal diagnosis, but who manifests to have common signs of learning difficulties or giftedness may be referred for EIP classroom

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observations by the IB counselor and/or teacher. The student will be required to submit a formal assessment report if recommended to be in the EIP.

4. The EIP teacher conducts classroom observations to the student referred by the IB counselor pending the student's submission of the formal assessment report. A classroom observation report is then shared with the IB DP Coordinator (IB DPC), Homeroom Adviser (HRA), and IB Counselor (IBC). A recommendation to consult a developmental pediatrician or psychologist may be necessary at this point.
5. A meeting with the parents is set by the IB DPC to discuss the observation and counseling feedback. A referral to a developmental pediatrician or psychologist may be provided or parents may opt for their preferred doctor.
6. If a student has been diagnosed with learning difficulties or giftedness by a specialist, a copy of the assessment report needs to be submitted to the IB Counselor, EIP teacher, and IB DP Coordinator.

Inclusion to the EIP Program is based on the following:

- a. Recommendation of the IB Counselor to EIP teacher;
- b. Assessment of the EIP teachers based on the following:
 - Formal Assessment Report
 - Consistent low scores across subjects, and a confirmation from students of his/her academic challenges and difficulties
 - Inconsistent academic performance, extremely high scores in other subjects, or otherwise for gifted students.
7. To be enlisted in the EIP, the following are expected to be accomplished by the parents:
 - Submit a copy of the most recent assessment report from a Developmental Pediatrician or Clinical Psychologist
Important note: Updated assessment reports are strictly required
 - Submit the Home School Partnership Agreement (HSPA)
 - Accomplished Student Information Sheet
 - Parent interview of the EIP teacher
Note: Student enlistment to the EIP is done annually.

B. Education Intervention Program - Intervention Plan

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1. The IB DPC, IB Counselor, and EIP teacher work together to create a plan for the student that encompasses academic, counseling, and individualized interventions based on the official assessment report. The counseling plan integrates mental health support, the individualized educational plan (IEP) focuses on learner inclusion and support, and the academic plan is designed to align with homeroom activities and academic interventions.
2. Once the integrated education program is approved by the IB DP Coordinator, and GEIS head who is also the IB Counselor and the School Principal, the IEP will be cascaded to the Homeroom Adviser, teachers, specialists, and parents to help in the implementation and monitoring.
3. The document serves as a roadmap on how parents, SPED teachers, counselors, subject teachers, and administrators collaborate to help a student manage learning difficulties /opportunities.
4. The parents, adviser, subject teacher, EIP teacher, and counselor meet periodically to update observations and intervention plans. The counseling, IEP, and academic intervention plan is updated yearly by each member of the collaborative team.
5. The concerned student is required to continue sessions with the Developmental Pediatrician and other Specialists. Monitoring of student's school performance (teacher's feedback, progress report, collaboration with the guidance counselors, class adviser, subject teachers, and administrators) is done at the end of each trimester.

X. On legal requirements compliance

1. All documents with sensitive information are treated with utmost confidentiality as part of the school's mandate.
2. The school strictly observes the data privacy of each stakeholder.
3. The Risk Management Compliance Office is the school's designated office which oversees all legal documents and requirements.

XI. Linkages with other Policies

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1. In the Admissions Policy, the school is clear on its admissions requirement for students with learning conditions/difficulties and or with exceptional needs: an official document from the attending physician and a treatment/intervention plan that the school may refer to in case there is a need to request an inclusive access arrangement during the scheduled external assessment.
2. For students with learning conditions/difficulties and or with exceptional needs, the school will provide support accordingly and will adjust as to how a student can be assisted by the language teachers.
3. In the assessment policy, students with learning difficulties or exceptional needs may request inclusive access arrangements during the scheduled external assessment provided that documentation is available from the attending physician.

XII. Opportunities for IB Policy Review

The IB team and teachers review the IB policies during collaborative meetings to ensure consistent implementation of the policy and proper dissemination to the Lasallian community.

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First Review by on 10 June 2024	Eduardo Suarez Mara David Rubilita Vasco Lilibeth Bilon Raphael Roberto
Date of last review: <u>10 June 2024</u>	

XIII. References

Access and Inclusion Policy, 2022, September

Adverse circumstances policy (Effective from November 2022 examination session)

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