

**FAITH COLLEGES**  
**INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME**  
**INCLUSIVE EDUCATION AND ACCESS POLICY**

## **I. THE IB MISSION STATEMENT**

The International Baccalaureate Organization 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 IBO 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.

## **II. THE FAITH COLLEGES VISION AND MISSION**

### **Vision**

Transforming ourselves,  
Transforming our world:

We are an academic community with a strong passion for excellence in education.

The FAITH Colleges community is engaged in forming young minds and hearts towards lifelong learning guided by the core values of Competence, Commitment, and Compassion.

### **Mission**

The FAITH Colleges commits to build character and competence one student at a time by linking faith and life through the integration of technology and humanities.

## **III. 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.”

Through the mapping process to align FAITH Colleges’ philosophy of education with the International Baccalaureate (IB) Learner Profile, we identified attributes that correspond to our school’s three core values: Competence, Commitment, and Compassion.

For Competence, learners should be inquirers, thinkers, knowledgeable, communicators, balanced, and reflective. Commitment requires a balanced, caring, principled, and risk-taking attitude. Lastly, Compassion fosters open-mindedness among learners.

This alignment supports our mission to nurture well-rounded individuals who embody both our school's values and the IB's vision of developing active and internationally-minded lifelong learners.

**INQUIRERS (Competence and Commitment)** - They demonstrate the ability to learn and perform a task independently and collaboratively; hone skills for inquiry and research; persevere in learning and follow through on one's goals and responsibilities.

**THINKERS (Competence)** - They exercise critical and creative thinking skills in evaluating information and solving complex problems; make reasoned, ethical decisions with initiative.

**KNOWLEDGEABLE (Competence)** - They explore and engage in interdisciplinary knowledge to understand local and global issues; and produce work with accuracy and valuable insights.

**COMMUNICATORS (Competence, Commitment, and Compassion)** They effectively communicate ideas using appropriate genres and strategies for different audiences, while collaborating with and leading others.

**BALANCED (Competence and Compassion)** - They exhibit perseverance and self-discipline at work, in their personal lives, and in extracurricular activities; strive to positively influence their community.

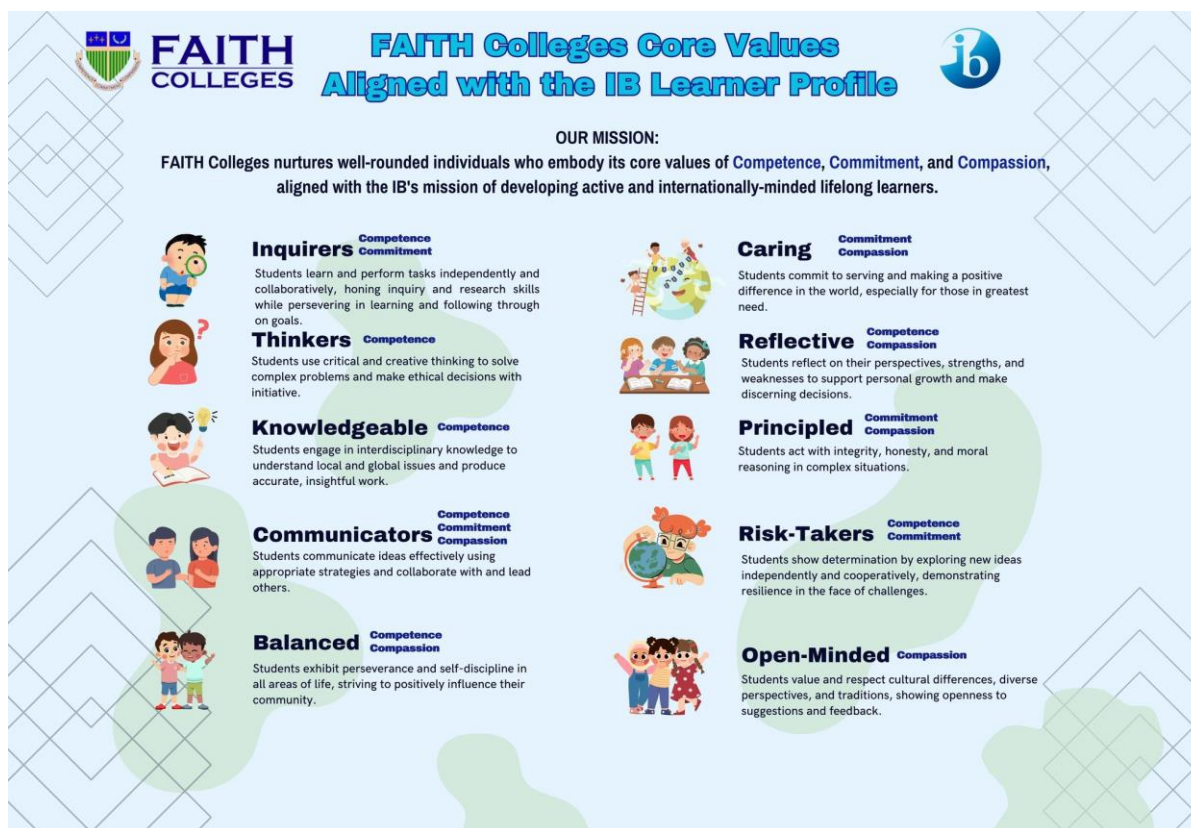
**CARING (Commitment and Compassion)** - They commit themselves to serving and making a positive difference in the world, especially in service to those in greatest need.

**REFLECTIVE (Competence and Compassion)** – They carefully reflect on their perspectives, strengths, and weaknesses to support personal growth and discern before acting, demonstrating awareness of their needs and emotions.

**PRINCIPLED (Compassion and Commitment)** - They demonstrate perseverance in acting with integrity, honesty, and moral reasoning in complex situations.

**RISK-TAKERS (Competence and Commitment)** - They exhibit determination, working independently and cooperatively to explore new ideas and strategies; show resourcefulness and resiliency in the face of challenges and change.

**OPEN-MINDED (Compassion)** - They value, respect, and evaluate cultural differences, diverse perspectives, and traditions; show openness to suggestions and appreciation of feedback.



#### IV. Introduction to Inclusion

The IB states, "Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers" (Learning diversity and inclusion in IB programs: updated December 2018).

Access refers to the provision to all students of equitable educational opportunities in learning, teaching, assessment, and all other aspects of school life by making space and provision for each learner's characteristics.

The IBO reiterates that students come to school with unique and shared patterns and values, knowledge and experience of the world and their place in it. Thus, IB uses the term learner variability as one which embraces all students and does not exclude on the grounds of strength, challenges, age, social status, economic status, language, gender, race, ethnicity, or sexuality.

Barriers to learning are defined by IB as those that may be found in the way schools are organized and resourced, their culture and practices, approaches to teaching and learning, physical aspects of buildings and ways in which individuals within the school community interact on a daily basis. Since barriers to learning are viewed from multiple perspectives, IB engages the whole school community in removing barriers to learning.

#### V. Policy Context

The process of policy formulation for inclusion at FAITH Colleges led the school to recognize some fundamental practices that already exist for inclusive education. Building on the success of existing programs and practices shall be the focus of the school in ensuring inclusive education for the initial years of its IB Diploma Programme.

One of IB's principles of inclusive education is the value of learning diversity as a rich resource for building inclusive communities. The value of learning diversity is reflected in the FAITH Colleges' thrust of centering the student through an approach of forming one student at a time. To achieve this, teachers know each student's unique gifts, needs, learning styles, and traits. This approach shall be enhanced by the IB standard of securing access to an IB education for the broadest possible range of students (0301-01). Further, providing opportunities that lead students towards lifelong learning as a key direction of FAITH Colleges can be enhanced when linked with the IB standard of students taking ownership of their learning by setting challenging goals and pursuing personal inquiries (0402-06).

FAITH Colleges' core values of competence, commitment, and compassion guide the development of all aspects of the learner such as intellectual capabilities, physical and socio-emotional well-being, preparation for further education and career, and spiritual dimension. This education aligns with the view of IB that student support is provided when the school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)

Essentially, the FAITH Colleges education integrates technology and humanities and links faith and life by forming minds and hearts and building character and competence. This kind of education is intricately linked with the value that IB places on a broad, balanced and connected curriculum in ways of teaching and learning (0201-03, IB Program standards and practices).

## **VI. Objectives of the Inclusion Policy**

FAITH Colleges commits to embracing and celebrating the diversity of all learners enrolled in its Diploma Programme. The school's inclusion policy aims to:

1. Provide all students with a safe, secure and respectful learning environment guided by provisions in the student handbook and related school rules
2. Ensure that teachers are able to remove or reduce barriers to learning by availing of the various forms of support provided by IB
3. Provide professional development opportunities for teachers and staff to increase competence in inclusive education practices
4. Promote inclusive practices through the school's established programs, such as the Family Involvement Program (FIP), Student Activity Program (SAP), and Best Behavior Program (BBP)
5. Partner with organizations and stakeholders that are supportive of the school's inclusive education journey
6. Review the school's inclusion policy and practices regularly to ensure its relevance to the needs of the FAITH Colleges' student population and alignment with IB standards

## **VII. Multiple Perspectives**

IB believes that inclusion is achieved through a culture of collaboration, mutual respect, support, and problem-solving. At FAITH Colleges, this becomes possible by first recognizing the multiple sources of data regarding students' learning challenges. This ensures that the voices of all learners, their parents and caregivers, teachers, support staff, and non-teaching staff are listened to as encouraged by IB.

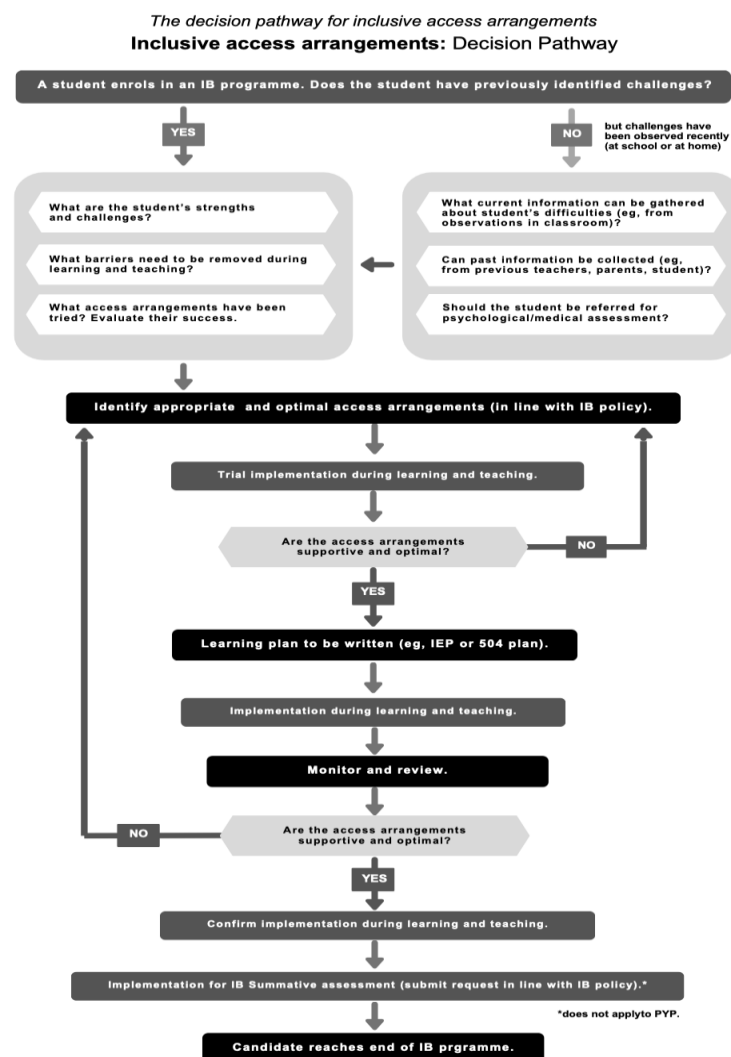
Data sources that shall be considered include but are not limited to:

1. Results of the Diagnostic Exam taken during the application process
2. Transcripts of the panel interview during the application process
3. Information disclosed by parents/legal guardians
4. Reports from professionals and doctors to the extent that the IB position of moving away from deficit labels (ADHD, dyslexic, etc.) in categorizing students is upheld and instead, areas of challenge are considered such as those in reading, writing, and math; speech, language, and communication; mental health and psychological well-being; vision, hearing; and, giftedness
5. Teachers' anecdotal records of significant observations and situations regarding individual learners
6. Best Behavior Officers' incident reports pertaining to student handbook stipulations
7. Non-teaching and support staff members' significant observations and reports of specific situations from their daily interactions with learners

## VIII. Pathways of Student Support

### IB Support

IB recognizes that inclusion is contextual, and the school shall define its inclusion journey for its own context. Thus, in its ongoing process of providing inclusive education, FAITH Colleges considers as a major guide the decision pathway provided by IB in supporting students during learning and teaching, until requests for arrangements for IB summative assessments.



Primary barriers are obstacles that pose challenges and may prevent or disadvantage a student from effectively engaging in their learning, teaching, and assessment. IB considers the following as primary barriers: additional language, cultural variations, hearing, intellectual exceptionalities, movement and coordination, medical, mental health, numeracy, processing, reading, seeing, social-emotional, speech and language, writing.

Once barriers are identified, appropriate and optimal access arrangements can be planned and implemented in trials during learning and teaching. IB lists in detail the inclusive access arrangements that it provides during learning and teaching and IB assessments. The school is also advised regarding criteria for eligibility and whether authorization is required or not for IB assessment.

### **Access to IB Assessments**

As stated by IB, standard assessment conditions may put some students at a disadvantage by preventing them from demonstrating their level of attainment. Access arrangements may be applied in these circumstances if it is observed that they could remove and reduce barriers for the student.

All requests for access arrangements for IB assessments shall be in line with the eligibility criteria stated in the Access and Inclusion policy (IBO, September 2022). It is the Coordinator's responsibility to submit completed application forms to the IB. Supporting documents required by IB as evidence shall be submitted along with the forms.

### **FAITH Colleges Procedures**

#### **A. Identification of Barriers**

The procedure described here utilizes multiple data sources to lead to the identification of barriers to learning whether the learning challenges were reported during admission or observed during learning and teaching while the student is enrolled. It is a collaborative process spearheaded by the Guidance Team-Pedagogical team.

1. The Class adviser is primarily responsible for collating initial data from multiple sources to write a report on a student observed to have learning challenges.
2. The Class adviser presents the report in a conference (Conference 1) participated by selected subject teachers, Pedagogical Leadership Team members, and the Guidance Counselor. Conference 1 is aimed at understanding and appreciating the learner more while identifying what next steps to take towards possible specific pathways.
3. The Guidance Counselor then recommends next steps if needed:
  - a. conducting further interviews with parents, teachers, and others
  - b. conducting classroom observations of the learner
  - c. referring for assessment by specialists
4. The Class Adviser writes a report on the results of steps taken in #3 and presents this in Conference 2, participated by the same members of Conference 1.

#### **B. Identification and Trial Implementation of Access Arrangements**

IB defines access arrangements as changes introduced to learning, teaching, and assessment to remove or reduce barriers to learning. Lists and tables of access arrangements that can be applied to DP learners with learning challenges are available from IB (Access and Inclusion Policy, September 2022). One of the outputs of Conference 2 is the identification of appropriate and optimal access arrangements for learners.

1. Upon approval of the Guidance Head and DP Coordinator, access arrangements collaboratively recommended by Conference 2 members shall be applied in trial implementation rounds during learning and teaching.
2. Trial implementation shall be monitored by the Guidance and teaching teams. Adjustments shall be made if necessary to ensure that access arrangements are supportive and optimal.

#### C. Individualized Learning Plan (ILP)

The results of monitoring and review shall lead to the development of the Individualized Learning Plan or ILP.

1. Development of the ILP is a collaborative process co-designed by the Guidance Counselor and Class adviser for learning and behavioral support. Other partners such as professionals and the learner's parents shall be invited for input in the process. The learner's voice shall likewise be heard regarding needs and outcomes.
2. Once approved by the Guidance Head and DP Coordinator, the ILP serves as a pathway on how teachers, counselors, administrators, staff, and parents can collaborate to support and lead a student toward achieving desired outcomes. The ILP shall be implemented and monitored during learning and teaching.
3. Members of Conference 1 and 2 along with the learner's parents shall meet regularly to update observations and be advised of progress on outcomes as monitored by the Class adviser.

### **Programs that Support Student Inclusion**

Through the years of offering a recognized and accredited K to 12 education, FAITH Colleges has established school programs that have successfully facilitated student development. On its inclusion journey, FAITH Colleges shall build on the previous success of these established programs and focus on the enhancement and implementation of relevant inclusion practices.

#### A. Family Involvement Program (FIP)

This was established during the school's early years based on the belief that a strong partnership between the school and the home greatly contributes to student success, especially at the basic education level. At FAITH Colleges, family involvement is carried out through regular Parent-Teacher dialogues; attendance in informational activities such as orientation sessions and year-end assemblies for direction setting in the next academic year; engagement in formation sessions for parenting, spirituality, and related areas; participation in celebrations such as Family day, Foundation anniversary and other events; listening to the parents' voices through focus group discussions regarding the school's innovation and development plans.

Specific to the inclusion policy, the Family Involvement Program can spearhead information activities to increase awareness of families regarding learner diversity. Through the program, linkages can be created with relevant partners who can share expertise and material resources for the school's needs in inclusive education. Thus, through the FIP, families of IBDP learners of FAITH Colleges can serve as champions of inclusive education.

#### B. Student Activity Program (SAP)

The SAP complements the school's academic program by facilitating the enhancement of learners' potential, talents, interests, and multiple intelligences. The SAP is a flagship

program of FAITH Colleges in the school's vision for transformation through holistic education. A rich mix of organizations and institutional activities comprise the SAP.

Specific to the IB Diploma Programme, FAITH Colleges can build on the strength of UNESCO-accredited clubs such as the Global Awareness, Echoes of Faith, and FAITH Catholic School Student Council which are vehicles for developing international mindedness, community service, and leadership, respectively.

To celebrate diversity among IB learners, students' interests shall be aligned with available human and material resources in designing a relevant and achievable SAP offering for Academic Year 2025-2026.

### C. Best Behavior Program (BBP)

Another program that removes or reduces barriers to learning is the Best Behavior Program. It was established based on the belief that every student has rights and responsibilities to exercise as members of the school community. To achieve this, each one must strive to demonstrate their best behavior. Best behaviors are closely aligned with the IB's Approaches to Learning such as self-management skills and social skills which help students function effectively in the school environment.

The Best Behavior Program serves as one of the many pathways of FAITH Colleges' Student Support towards inclusive education. Best Behavior Officers partner with class advisers and subject teachers to ensure that the school environment is kept conducive to each student's safety, sense of belonging, and learning. The integration of the program with classroom management may be extended to the DP level to contribute to the removal of barriers to learning.

One of the successes of the BBP is increased awareness of the diversity in the psycho-social and emotional development of learners based on observed student behaviors. This has led to the use of both appropriate instructional strategies and improved guidance and counseling services for learners. These approaches shall be extended to the IBDP learners with the aim of providing student support for learner variability. The BBP may, likewise, be designed with a focus on developing the IB learner profile attributes and the desired behavior for each of the attributes.

## **IX. Policy Review Process**

The policy document will be reviewed in time for the second intake of IBDP learners. By then, the experiences and insights gained from policy implementation involving the first batch of IBDP learners shall appropriately guide the review process. A regular cycle of review shall be determined thereafter.

The policy was developed by a committee composed of members listed below. The Admissions committee and Guidance office along with the Pedagogical leadership team contributed largely to policy formulation. Representatives of various offices in the school were invited for a presentation on this policy.

Head of School – Mr. Emmanuel S. Sator

School Consultant – Dr. Maria Rosario B. Cesario



IB Coordinator – Mr. Arnold I. Catapang

IB Assistant Coordinator – Ms. Cyrel R. Royales

Admissions Officer – Dr. Renalyn B. Salcedo

### Version History

<b>Version</b>	<b>Persons Involved</b>	<b>Date of Review</b>
1	Mr. Emmanuel S. Sator, Dr. Maria Rosario B. Cesario, and Mr. Arnold I. Catapang	January 24, 2024
2	Mr. Emmanuel S. Sator, Dr. Maria Rosario B. Cesario, and Mr. Arnold I. Catapang	February 8, 2024
3	Admissions Committee and Pedagogical Leadership Team	April 2, 2024
4	Admissions Committee and Admissions Officers	May 16, 2024
5	Admissions Committee and Pedagogical Leadership Team	May 22, 2024
6	Admissions Committee	May 28, 2024
7	Admissions Committee and Pedagogical Leadership Team	June 3, 2024
8	Admissions Committee and Pedagogical Leadership Team	June 14, 2024