



INCLUSIVE EDUCATION POLICY

This policy has been created in alignment with our identity as a community of learners, grounded in our vision, mission, and values. It is equally shaped by the principles of our accreditation bodies—Alberta Education, the International Baccalaureate, and the Council of International Schools—with the common aim of developing well-rounded and knowledgeable global citizens. Together, these foundations create an environment where every individual is empowered to learn deeply, act with integrity, and pursue personal excellence.

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1. PHILOSOPHY AND PURPOSE OF THE INCLUSIVE EDUCATION POLICY

The primary purpose of the Inclusive Education Policy at **The International School of Macao (TIS)** is to recognize and respond to the diverse learning profiles of our students and to ensure that all learners are supported in accessing the full curriculum and achieving personal success. This commitment is grounded in the requirements of **Alberta Education**, the **International Baccalaureate (IB)**, and the regulations of the Macao SAR, and is guided by the values expressed in the **IB Learner Profile**.



1.1 Definition and Vision of Inclusive Education

At **The International School of Macao (TIS)**, Inclusive Education is understood as an ongoing process that aims to increase access and engagement in learning for all students by removing barriers and fostering belonging.

At TIS, we believe:

- All students are capable of growth, meaningful contribution, and achievement when provided with appropriate opportunities, support, and challenge.
- Diversity of identity, language, ability, culture, and experience enhances learning for all.
- Every learner should have access to a programme of study that meets their individual strengths, needs, and aspirations, and prepares them for the next stages of their educational and personal journeys.
- Student's barriers to participation need to be identified and removed through thoughtful collaboration, planning, and flexible approaches to teaching and assessment.
- Students with diverse learning needs and language backgrounds must have equitable opportunities to reach their full **academic, social, and emotional potential**. It means ensuring that each learner receives the support, challenge, and opportunities necessary to thrive
- Inclusive education fosters the development of students who are **confident, resilient, reflective, and resourceful** learners—individuals who are prepared to meet new challenges with perseverance and integrity.

Through inclusive practice, TIS aims to develop students who embody the attributes of the IB Learner Profile. We strive to nurture learners who are:

- **Inquirers**, supported in understanding how they learn best
- **Thinkers**, who approach challenges with flexibility and problem-solving skills
- **Communicators**, who can advocate for their needs and express their ideas confidently
- **Principled**, acting with honesty and responsibility
- **Open-minded and caring**, contributing positively to a diverse community



- **Risk-takers**, willing to embrace new strategies and challenges
- **Balanced and reflective**, understanding their strengths and areas for growth

We promote an ethos of **care, respect, and collaboration**, where effort, perseverance, and self-advocacy are valued and where success—both personal and academic—is recognized and celebrated. Inclusive education at TIS is not solely about support; it is about empowering students to become active, compassionate members of both local and global communities.

1.2 Values and Purpose of Inclusive Education

The primary purpose of the Inclusive Education Policy at The International School of Macao (TIS) is to recognize and respond to the diverse learning profiles of our students and to ensure that all learners are supported in accessing the full curriculum and achieving personal success. This commitment is grounded in the requirements of **Alberta Education**, the International Baccalaureate (IB), and the regulations of the **Macao SAR**, and is guided by the values expressed in the **IB Learner Profile**.

Through inclusive practice, we aim to develop students who embody the attributes of the IB Learner Profile. We nurture learners who:

- **Advocate for themselves** as communicators and reflective thinkers
- Demonstrate **resilience and balance** in the face of challenge
- Act with **integrity and compassion** within a diverse global community

1.3 Commitment to Inclusive Practice

Our commitment is to ensure that every learner can participate meaningfully, experience success, and pursue pathways aligned with their strengths, aspirations, and well-being. Inclusion at TIS is not limited to providing support services. It is embedded in:

- Curriculum design
- Inquiry-based pedagogy
- Assessment practices
- Student well-being structures
- Collaborative partnerships with families



We promote an ethos of **care, respect, and collaboration**, where effort, perseverance, and self-advocacy are valued and where success—both personal and academic—is recognized and celebrated. Inclusive education at TIS is not solely about support; it is about empowering students to become active, compassionate members of both local and global communities.

Inclusive education at TIS is a whole-school responsibility. All teachers share accountability for designing learning environments that are accessible, differentiated, and responsive to individual strengths and needs.

1.4 Pathways to Graduation

At TIS, inclusive education is foundational to our approach to learning. Students bring diverse strengths, identities, interests, learning profiles, and post-secondary aspirations to their educational journey. Our High School pathways are designed to honor this diversity by providing flexible, supportive, and personalized options that enable every student to thrive.

In alignment with our commitment to equity, access, and student-centered learning, students entering High School may pursue one of the following completion pathways:

- **Alberta Education Certificate of Completion**
- **Alberta High School Diploma**
- **IB Diploma Programme (DP)**
- **IB Career-related Programme (CP)**
- **Alberta High School Diploma with selected IB Diploma courses**
- **Alberta High School Diploma alongside the full IB Diploma Programme**

These pathways reflect our belief that success is not one-size-fits-all. By offering multiple routes to graduation, we ensure that each learner can engage in a program that aligns with their abilities, interests, and future goals. Through thoughtful guidance, differentiated support, and high expectations for all, TIS empowers every student to pursue a meaningful and attainable path toward graduation and life beyond school.

2. DEFINITIONS, AND TERMINOLOGY

2. Student Support and Inclusive Education Structure

TIS is committed to inclusive education and a whole-school approach to student support. Our collaborative team structure ensures that students' academic, social-emotional, linguistic, and post-secondary needs are identified early and supported effectively.



2.1 Inclusive Education

Inclusive Education is an ongoing process that aims to increase access, participation, and engagement in learning for all students by identifying and removing barriers.

2.2 Learner Diversity

Learner diversity refers to the wide range of strengths, identities, languages, experiences, and learning needs that students bring to the school community.

2.3 Equity

Equity means providing each student with the specific support, challenge, and opportunities they require to succeed. Equity does not mean treating all students the same.

2.4 Differentiation

Differentiation refers to responsive adjustments to teaching, learning, and assessment to meet diverse student needs while maintaining curriculum expectations.

2.5 Accommodations

An accommodation is an adjustment to how a student accesses learning or demonstrates understanding, without changing curriculum expectations.

2.6 Modification

A modification involves a change to curriculum expectations or learning outcomes.

3. IDENTIFICATION OF LEARNING NEEDS

TIS recognizes that **identifying and responding to learner diversity is an ongoing and collaborative process**. Identification of learning needs is informed by multiple sources of evidence and reflects our commitment to early intervention and equitable access to learning.

In some cases, students may enroll without previously identified learning needs that later become apparent. When concerns arise, students are referred to the Inclusive Education (IE) Department through established school procedures. This process typically includes a formal referral to the Inclusive Education Coordinator, followed by a screening process conducted by the IE team to determine the nature and level of support required.



If the screening indicates that the student's needs may be significant or complex, parents or guardians are informed that a formal psychoeducational assessment is required in order to accurately identify the student's learning profile and to determine appropriate interventions, accommodations, and support structures. The School works collaboratively with families throughout this process to ensure that student needs are appropriately identified and addressed

3.1 Student Entering with Identified Learning Needs

Students may enter TIS with previously identified learning needs. Documentation may include:

- An educational placement assessment provided by DSEDJ
- A formal psychoeducational assessment report
- A medical or specialist report

Admission decisions are made in accordance with the school capacity to provide appropriate support while maintaining programme integrity and student well-being. Where possible, reasonable adjustments are explored to remove barriers to participation.

3.2 School-Based Identification

Learning needs may also emerge over time. Identification of the needs is informed by:

- Classroom observation and feedback
- Formative and summative assessment data as well as testing external testing.
- Student self-reflection and voice
- Parent input
- Social-emotional indicators
- Language proficiency measures

Teachers are encouraged to implement differentiated strategies and targeted classroom interventions prior to formal referral. Communication with the family is also key to ensure a positive collaboration.

3.3 Referral Process

When concerns persist, an IE referral may be made to the Inclusive Education Coordinator. The



graduated response may include:

1. Classroom-based adjustments and differentiation
2. Targeted small-group or short-term intervention
3. Informal screening, observation by the IE team
4. Consultation with parents/guardians
5. Recommend an educational placement assessment through CAPEE (DSEDJ) or a formal psycho-educational assessment conducted externally. A formal assessment is considered when data indicate a sustained barrier to learning that requires documented accommodations or modifications.

3.4 Ongoing Review

Identification and support plan is not a one-time event but an ongoing process. Student progress is monitored through:

- Regular review meetings with teachers, parents and IE team
- Collaborative planning
- Analysis of academic and social-emotional development
- Adjustment of supports as needed

This process reflects the IB principle that inclusive education is dynamic and responsive.

4. INDIVIDUALIZED EDUCATION PLAN - IEP

When the findings in a formal psychoeducational or educational placement assessment report provided by DSEDJ indicate a learning difficulty or disability, the IE Team and the student's teachers an IEP that clearly outlines any adjustments required to the curriculum and classroom setting to facilitate the student's success, and documents assessment accommodations.

The IEP is reviewed twice a year and incorporates feedback from all teachers, specialists, and therapists working with the student.



4.1 IEP Structure

The structure of the documents follows DSEDJ requirements, such as including the results of the official educational placement and parental consent or agreement for the IEP.

Each IEP includes:

- Student strengths and interests
- Identified barriers to learning
- Description of the current situation by subject
- Specific, measurable goals
- Classroom strategies and accommodations
- Assessment arrangements
- Student voice and self-advocacy goals (Grades 8–12)
- Service goals (e.g., counselling, speech therapy, occupational therapy, psychological support)
- Signatures

All stakeholders (parents, teachers, IE teachers and administration) show their consent to the IEP by agreeing upon and signing the completed document. All IEPs based upon educational placement reports are registered with the DSEDJ in compliance with Macau law.

4.2 Internal Learning Plan

Some students may be placed on an internal Learning Plan. In these instances, there is recognition that the student has some learning needs, however, while waiting for a formal psychoeducational assessment to be done, a Learning Plan may be initiated.

4.3 Programme adjustments

Program adjustments on an IEP may include

- **Modified curricular outcomes** (only when there is a high level of need). Any modifications away from meeting the curriculum standards are discussed and agreed upon between parents, teachers and a member of the IE Team.



- **Differentiated teaching and learning goals** that still meet course outcomes (documented on IEP).
- **Access to accommodation during tests or exams.**

5. MONITORING OF INDIVIDUALIZED EDUCATION PLANS (IEPs)

5.1 Review and Update of IEPs

Individualized Education Plans (IEPs) are collaboratively reviewed by Inclusive Education (IE) teachers and classroom teachers to ensure that goals, accommodations, and instructional strategies remain appropriate and effective.

IEPs are reviewed and updated on a regular basis to reflect student progress, evolving needs, and instructional adjustments. Review cycles provide an opportunity to evaluate achievement of goals, refine support strategies, and ensure continued alignment with the student's learning profile.

Parents and students are offered opportunities to participate in meetings during review periods to discuss progress, recommendations, and any proposed changes to the IEP.

5.2 Secondary School Monitoring Procedures

In the Secondary School, Student Welfare Team meetings are held regularly throughout the academic year. These meetings provide a structured forum for discussing student learning, social-emotional development, and behavioural concerns following a formal teacher referral.

Concerns are reviewed collaboratively by relevant faculty members, and appropriate next steps are determined. Actions may include continued classroom monitoring, implementation of targeted interventions, communication with parents, or referral to the Inclusive Education Coordinator for further evaluation and support.

5.3 Elementary School Monitoring Procedures

In the Elementary School, grade-level team meetings are held regularly to support collaborative review of student progress. During these meetings, classroom teachers work with members of the Inclusive Education team to discuss academic, social-emotional, and behavioural concerns.

Where appropriate, concerns may be escalated to the Inclusive Education Coordinator or the Student Services Coordinator for further assessment, intervention planning, or formal referral. These monitoring structures ensure consistent communication, shared responsibility, and timely



identification of students who may require additional support.

6. IB DIPLOMA PROGRAMME (DP) AND CAREER-RELATED PROGRAMME (CP) - INCLUSIVE ACCESS ARRANGEMENTS

In alignment with the **IB Access and Inclusion policy** and current IB assessment procedures, the school is committed to ensuring equitable access to assessment in both the **Diploma Programme (DP)** and the **Career-related Programme (CP)** through authorized **inclusive access arrangements (IAAs)**.

Inclusive access arrangements are designed to remove barriers so that candidates with documented learning, physical, sensory, medical, or language needs are able to demonstrate their knowledge and understanding without gaining an unfair advantage. All arrangements must reflect the student's **normal way of working** in the classroom and be supported by appropriate documentation.

These principles apply to DP course assessments, DP examinations, CP core components, and CP examinations where applicable.

6.1 Documentation and Evidence

To apply for inclusive access arrangements, the IB requires appropriate and current evidence. Documentation may include:

- A psychoeducational assessment report
- A medical or specialist report
- A language assessment report
- School-based educational evidence

Where required, psychoeducational or language assessment reports must meet IB currency requirements for the relevant examination session.

Within the **Macao context**, obtaining updated psychoeducational assessments is not always feasible, as private psychoeducational evaluation is not common practice and access to qualified professionals may be limited. Consequently, some students may have assessment reports that are several years old.

In such circumstances, the school:

- Maintains existing psychoeducational documentation on file
- Conducts ongoing internal monitoring of the student's academic progress and functional performance



- Collects current school-based evidence, including teacher observations, assessment data, and learning support records
- Supplements documentation, where appropriate, with specialist input

Where concerns relate specifically to **handwriting, fine motor development, or written output**, the school's **Occupational Therapist (OT)** assesses functional handwriting skills and written production. OT reports may contribute to supporting documentation for arrangements such as the use of a word processor or other assistive supports.

All applications to the IB are submitted in good faith, transparently presenting both available external documentation and current internal evidence, in accordance with IB requirements.

6.2 Application Process

The **DP/CP Coordinator**, in collaboration with the **Inclusive Education Coordinator**, is responsible for:

- Reviewing all available documentation and determining eligibility in accordance with IB criteria
- Ensuring requested arrangements reflect the student's normal way of working
- Submitting applications for inclusive access arrangements within IB-established deadlines
- Maintaining confidentiality and secure storage of student documentation
- Communicating approved arrangements to students, families, and relevant teachers

No accommodations for IB external assessments are implemented without formal IB authorization where required.

6.3 Examples of Inclusive Access Arrangements

Subject to IB approval and eligibility criteria, inclusive access arrangements for DP and CP candidates may include:

- Additional time
- Rest breaks and/or separate examination rooms (where permitted under IB regulations)
- Use of a computer or word processor
- Scribe
- Reader



- Large-print examination papers
- Braille examination papers
- Practical assistance (as defined by IB policy)
- Support measures for additional language learners, where eligible

All approved arrangements are implemented in strict accordance with IB regulations to ensure fairness, consistency, and examination integrity.

6.4 Commitment to Equity and Integrity

The school is committed to balancing **equitable access** with the integrity, validity, and reliability of IB assessments in both the DP and CP. Through collaborative planning, specialist involvement (including occupational therapy support where appropriate), ongoing internal monitoring, and adherence to IB policy, students are supported to perform at their optimum level while maintaining the rigorous standards of IB programmes.

Inclusive practice in the DP and CP reflects the school's broader commitment to learner diversity, student well-being, and academic excellence across the IB continuum.

7. ALBERTA PROVINCIAL ACHIEVEMENT TESTS (PATs), DIPLOMA EXAMINATIONS, AND CLASSROOM-BASED ASSESSMENT

In accordance with the Alberta Education General Information Bulletin, provincial assessment policies, and the school's commitment to inclusive education, accommodations for Provincial Achievement Tests (PATs) and Diploma Examinations must reflect the student's documented learning needs and be consistently implemented throughout the school year.

Assessment accommodations must be part of the student's regular classroom instruction and classroom-based assessment practices. Provincial accommodations are approved only when they represent the student's normal way of working and are supported by appropriate documentation and ongoing implementation.

7.1 Classroom-Based Assessment

For classroom-based assessments, teachers implement approved accommodations to ensure equitable access to learning and evaluation. These accommodations are:

- Documented within the student's learning support plan
- Consistently applied across instructional and assessment contexts
- Monitored by Student Services and school leadership
- Reviewed regularly to ensure effectiveness and appropriateness



Classroom accommodations form the foundation for any application for provincial assessment accommodations.

7.2 Provincial Assessment Application Process

The relevant Vice Principal is responsible for submitting applications for accommodations for PATs and Diploma Examinations to Alberta Education, in accordance with provincial timelines and documentation requirements.

For requests involving exemption from an external assessment, the following process applies:

- A written request must be submitted to the Head of School (or designate) no later than April 1 of the academic year. Exemptions can be sought after the headline from the Head of School.
- The Head of School (or designate) reviews and submits the formal request to Alberta Education.
- The relevant Vice Principal meets with the parents/guardians to explain the rationale for the exemption and any potential implications.
- A signed exemption form is placed in the student's cumulative file.

All exemption requests must meet Alberta Education criteria and are subject to provincial approval.

7.3 Types of Assessment Accommodations

Subject to Alberta Education eligibility criteria and approval, accommodations for classroom-based assessments, PATs, and Diploma Examinations may include:

- Audio versions of examinations (MP3 or Vretta)
- Braille examination papers
- Large-print examination papers
- Use of a multiplication chart (10 × 10), where permitted
- Scribe or speech-to-text support
- Reader support
- Sign language interpreter
- Transcriber for recorded responses
- Coloured paper or overlays



- Writing in isolation or a separate setting

All approved accommodations are implemented in accordance with Alberta Education standards to ensure fairness, consistency, and the integrity of assessment.

7.4 Commitment to Equity and Integrity

The purpose of classroom and provincial assessment accommodations is to provide equitable access to learning and evaluation. Accommodations are designed to remove barriers caused by documented learning challenges, enabling students to demonstrate their knowledge and skills without altering curricular expectations.

Through consistent classroom implementation, careful documentation, and adherence to Alberta Education guidelines, the school ensures both meaningful student support and the integrity of assessment processes.

7.5 Learning Support and the Provincial Achievement Test and the Alberta Diploma - External Assessment

Students enrolled in **Alberta Diploma courses** and those writing **Provincial Achievement Tests (PATs)** who require assessment accommodations must meet the eligibility criteria established by **Alberta Education and Childcare**. As the Ministry is responsible for developing curriculum, setting standards, evaluating outcomes, and supporting students with diverse learning needs, all provincial assessment accommodations must align with legislated policies, assessment standards, and official guidelines to ensure fairness, validity, and reliability.

Access arrangements for both Diploma Examinations and PATs are granted based on documented evidence of a student's identified learning need or disability and must reflect the student's **regular classroom support and normal way of working**. School-based accommodations do not automatically extend to provincial assessments; eligibility must meet Alberta Education's defined criteria and approval processes.

The school follows the guidance, tolerances, and procedures outlined by Alberta Education through its **K–12 provincial assessment policies, Diploma Examination guidelines, and PAT administration resources**. These documents provide direction for the consistent implementation of approved accommodations while maintaining the integrity of the examination process.

Approved accommodations may include, where eligible:

- Extended writing time
- Separate or small-group settings
- Assistive technology
- Scribes or readers
- Other supports as defined by provincial standards



The fundamental purpose of provincial assessment accommodations is to ensure equitable access, not to provide an advantage or alter curricular expectations. Accommodations designed to remove barriers so that students can demonstrate their achievement of provincial standards to the best of their ability, given their individual learning challenges.

In alignment with Alberta Education's commitment to safe, caring, respectful, and inclusive learning environments, school leadership, Student Services, and Inclusive Education staff collaborate with teachers and families to:

- Identify and document student learning needs early
- Ensure classroom accommodations are consistently implemented
- Align school-based supports with provincial assessment criteria
- Submit required applications and documentation within Alberta Education timelines
- Prepare students to use approved accommodations confidently and effectively

Through careful adherence to Alberta Education's legislation, assessment standards, and inclusive education responsibilities, the school ensures that both Diploma Examinations and Provincial Achievement Tests are administered with integrity, transparency, and a strong commitment to student success.

8. SCHOOL STATEMENT FOR IB PARTICIPATION FOR STUDENTS WITH DIVERSE NEEDS

The school aims to foster an inclusive learning environment aligned with Alberta Education, the IB Primary Years Programme (PYP), the IB Diploma Programme (DP), and the IB Career-related Programme (CP), where every student has equitable access to rigorous and meaningful learning opportunities.

Grounded in the IB Learner Profile, we are committed to developing students who are inquirers, thinkers, communicators, principled, open-minded, caring, balanced, reflective, knowledgeable, and risk-takers. We recognize that students have diverse strengths, identities, and learning needs, and that equity does not always mean identical pathways.

When a student's needs create barriers to full participation in a particular IB pathway, we respond with flexibility, collaboration, and individualized planning. Through differentiated instruction, targeted interventions, inclusive assessment practices, and ongoing partnership with families and Alberta Education guidelines, we work to remove barriers wherever possible. If a specific programme requirement is not accessible, we explore alternative pathways that uphold the spirit of the IB philosophy while prioritizing student well-being, dignity, and long-term success.

Our commitment is not to a single academic route, but to ensuring that every learner can grow as



a confident, capable, and compassionate individual who embodies the attributes of the IB Learner Profile.

9. LEARNING SUPPORT ACROSS THE IB PROGRAMMES (PYP, DP, and CP)

In alignment with the **IB's commitment to inclusive education** and the expectations of **Alberta Education**, TIS recognizes that all students bring diverse strengths, identities, and learning needs to the school community. Inclusive education at TIS is grounded in the belief that equitable access to learning is a right, and that diversity enhances the educational experience for all.

Across the **Primary Years Programme (PYP)**, **Diploma Programme (DP)**, and **Career-related Programme (CP)**, students are supported in selecting learning pathways that reflect their interests, aspirations, and individual profiles. Inclusive educational needs do not, in themselves, prevent a student from participating in any IB programme. Rather, thoughtful planning, collaboration, and appropriate support ensure that students can engage meaningfully and demonstrate their learning.

The **Student Services Coordinator**, in collaboration with the relevant **Programme Coordinator (PYP, DP, or CP)**, works closely with teachers to determine appropriate instructional strategies, accommodations, and inclusive access arrangements in accordance with IB policy. Decisions are guided by a commitment to equity, student well-being, and the integrity of each IB programme.

In the **PYP**, inclusive practices are embedded through differentiated inquiry, flexible learning environments, and responsive assessment approaches that honor student agency and developmental readiness.

In the **DP and CP**, prior to confirming a student's pathway or candidacy, the Student Services and IE Coordinators, together with the DP or IBCP Coordinator, carefully consider whether reasonable adjustments to teaching, learning, and assessment can be implemented to support student success. Subject selection and level of study are discussed collaboratively with students and families to ensure appropriate challenge while maintaining balance and well-being.

For students requiring **inclusive access arrangements**, it is essential that these reflect the student's normal way of working. The IE Coordinator, in coordination with the relevant Programme

Coordinator, consults with all teachers at an early stage to ensure that accommodations and strategies are consistently embedded in classroom practice well before any internal or external assessments. This proactive and collaborative process ensures compliance with IB requirements while promoting authentic, equitable support.



Through this coordinated approach, TIS upholds the IB mission and fosters the development of the **IB Learner Profile attributes**—supporting students to become knowledgeable, reflective, balanced, and resilient learners who are empowered to achieve personal growth and academic success across all IB programmes.

10. RIGHTS AND RESPONSIBILITIES OF MEMBERS OF THE SCHOOL COMMUNITY

In alignment with the IB mission, the IB Learner Profile, and Alberta Education's commitment to safe, caring, respectful, and inclusive learning environments, all members of the school community share collective responsibility for fostering a culture of dignity, equity, accountability, and high expectations.

10.1 Student

10.1.1. Rights

Students have the right to;

- Learn in a safe, caring, respectful, and inclusive environment.
- Equitable access to curriculum, instruction, and assessment, including approved accommodations where required.
- Be treated with dignity and respect, free from discrimination, harassment, or bias.
- Receive clear expectations regarding academic standards, conduct, and assessment practices.
- Advocate for their learning needs and participate in decisions that affect their educational pathway.

10.1.2 Responsibilities

Students are responsible for:

- Demonstrating the attributes of the IB Learner Profile and acting as principled, reflective, caring, and balanced learners.
- Engaging actively in their learning and striving to meet programme and provincial standards.



- Using approved accommodations responsibly and ethically.
- Respecting the rights, perspectives, property, and cultural identities of others.
- Communicating their needs and seeking support when required.

10.2 Parents and Guardians

10.2.1 Rights

Parents and guardians have the right to:

- Be informed about their child's academic progress, learning supports, and assessment requirements.
- Participate in collaborative planning regarding programme selection, accommodations, and educational pathways.
- Access clear and timely information regarding IB and Alberta Education expectations, policies, and procedures.
- Be treated as valued partners in their child's education.

10.2.2 Responsibilities

Parents and guardians are responsible for:

- Providing relevant documentation to support learning or assessment accommodations.
- Engaging in open, respectful, and timely communication with the school.
- Supporting their child's learning, well-being, and adherence to school expectations.
- Respecting the professional judgment of educators and programme requirements.

10.3 Teachers and School Staff

10.3.1 Rights

Teachers and school staff have the right to:

- Work in a safe, respectful, and collaborative professional environment.
- Access professional development and guidance related to inclusive education, assessment practices, and IB programme implementation.
- Apply professional judgment in implementing curriculum, instruction, and



accommodations in accordance with IB and Alberta Education policy.

- Be supported by leadership and governance in maintaining programme standards and student well-being.

10.3.2 Responsibilities

Teachers and school staff are responsible for:

- Upholding Alberta Education legislation, provincial assessment standards, and IB programme requirements (PYP, DP, and IBCP).
- Implementing inclusive instructional strategies and approved accommodations consistently and equitably.
- Maintaining confidentiality of student information in accordance with privacy legislation.
- Communicating clearly and professionally with students, families, coordinators, and administration regarding progress and support strategies.
- Modeling the attributes of the IB Learner Profile in professional practice.

10.4 Inclusive Education (IE) Department (K–12)

10.4.1 Rights

The Inclusive Education Department has the right to:

- Access relevant student information necessary to inform appropriate planning and support.
- Collaborate with teachers, families, counsellors, coordinators, and leadership in developing and reviewing individualized plans.
- Recommend accommodations, modifications, and intervention strategies aligned with professional standards and regulatory requirements.
- Expect shared responsibility among all educators in implementing inclusive practices.

10.4.2 Responsibilities

The Inclusive Education Department is responsible for:

- Developing, implementing, and reviewing individualized support plans in collaboration with teachers, students, families, and specialists.
- Providing guidance on accommodations, modifications (when required), and



- differentiated instructional strategies.
- Supporting equitable access to classroom instruction and internal and external assessments.
- Monitoring student progress and maintaining accurate documentation of goals and outcomes.
- Promoting student self-advocacy, independence, and well-being.

10.5 Academic Counsellors

10.5.1 Rights

Academic Counsellors have the right to:

- Access relevant academic and student support information necessary for pathway planning.
- Collaborate with teachers, coordinators, the IE Department, and leadership to support student success.
- Provide professional guidance aligned with programme requirements and student well-being.

10.5.2 Responsibilities

Academic Counsellors are responsible for:

- Advising students and families on programme options aligned with student strengths, interests, and aspirations.
- Supporting informed decision-making regarding course selection and post-secondary pathways.
- Collaborating with the IE Department and Programme Coordinators to ensure appropriate and realistic pathway planning.
- Considering academic readiness alongside social-emotional well-being.

10.6 IB Programme Coordinators

10.6.1 Rights

IB Programme Coordinators have the right to:

- Ensure that programme implementation aligns with IB standards, practices, and



regulations.

- Access relevant documentation to review inclusive access arrangements and assessment compliance.
- Provide guidance and oversight related to programme integrity and assessment standards.

10.6.2 Responsibilities

IB Programme Coordinators are responsible for:

- Ensuring that inclusive access arrangements comply with IB policies and procedures.
- Maintaining programme integrity across PYP, DP, and IBCP.
- Collaborating with the IE Department and teachers to embed inclusive strategies within programme delivery.
- Supporting professional learning related to IB-aligned pedagogy and assessment practices.

10.7 School Leadership and Administration

10.7.1 Rights

School leadership and administration have the right to:

- Implement and monitor policies in alignment with Alberta Education legislation, IB standards, and governing regulations.
- Allocate staffing, resources, and professional development to support inclusive and high-quality programming.
- Exercise professional judgment in decision-making related to student placement, programming, and well-being.

10.7.2 Responsibilities

School leadership and administration are responsible for:

- Ensuring alignment between school practices, Alberta Education standards, and IB programme requirements.
- Monitoring the consistent implementation of inclusive education policies and procedures.
- Supporting staff in maintaining high academic standards and student well-being.



- Upholding student dignity, confidentiality, and equitable access in all decision-making processes.

10.8 Board Members

10.8.1 Rights

Board members have the right to:

- Receive accurate and timely information necessary to fulfill governance responsibilities.
- Participate in strategic planning, policy development, and oversight of school operations.
- Engage in professional development related to governance and fiduciary responsibility.
- Be treated with respect in the execution of their governance role.

10.8.2 Responsibilities

Board members are responsible for:

- Providing governance oversight in accordance with legislation and bylaws.
- Safeguarding the integrity of the IB programmes and the school's mission.
- Acting in the best interests of the entire school community.
- Ensuring fiscal responsibility and long-term sustainability.
- Maintaining confidentiality and demonstrating ethical, principled leadership.

10.9 Shared Commitment

All members of the school community share responsibility for promoting academic integrity, inclusion, respect, and well-being. Through collaboration and adherence to IB philosophy and Alberta Education standards, the school ensures that every learner is supported in achieving personal growth and academic success within a culture of mutual respect and accountability.

11. LEGAL REQUIREMENTS AND COMPLIANCE (MACAR SAR)

11.1 Identification of Legal Requirements

The school operates in accordance with the laws and regulations of the **Macao Special**



Administrative Region (SAR) of the People's Republic of China and complies with all requirements set forth by the **Education and Youth Development Bureau (DSEDJ)** and other relevant authorities.

TIS has been granted permission by the Macao government to offer an internationally approved education programme as an accredited Alberta school and has permission to offer programming outside of the Macao Educational Framework.

The school adheres to applicable legal requirements, including but not limited to:

- Regulations governing the operation of private and international schools
- Curriculum approval and programme recognition requirements
- Student welfare, safeguarding, and duty-of-care obligations
- Health and safety legislation
- Labour and employment laws, including immigration requirements for international staff
- Data protection and confidentiality requirements
- Financial reporting and institutional accountability obligations

Where international programmes such as the **IB PYP, DP, and IBCP** are offered, these programmes are delivered in full alignment with DSEDJ regulations and Macao's legal framework.

11.2 Structure and Process for Compliance

The school maintains a clear structure to ensure ongoing compliance with Macao legislation and DSEDJ requirements.

11.2.1 Governance and Oversight

The TIS School Board and Head of School hold ultimate responsibility for ensuring legal and regulatory compliance. Policies and operational practices are reviewed regularly to reflect current legislation and regulatory updates.

11.2.2 Chief Operating Officer (COO) – Regulatory Compliance

The **Chief Operating Officer (COO)** is responsible for maintaining institutional compliance with **DSEDJ regulations** and other Macao statutory requirements. This includes:

- Ensuring adherence to operational, employment, health, and safety regulations
- Overseeing required reporting, documentation, and submissions to DSEDJ
- Monitoring updates to legislation and implementing necessary procedural changes



- Maintaining institutional licenses, approvals, and regulatory standing

The COO works closely with school leadership to ensure that compliance is embedded in daily operations and long-term planning.

11.2.3 Inclusive Education Coordinator – Student Access and Regulatory Alignment

The **Inclusive Education (IE) Coordinator** supports compliance related to student services, equitable access, and inclusive practices. This includes:

- Ensuring that learning support services align with Macao education regulations
- Maintaining appropriate documentation for student accommodations
- Supporting safeguarding and student welfare procedures
- Collaborating with programme coordinators to ensure IB implementation aligns with local regulatory expectations

11.2.4 Policy Review and Monitoring

The school conducts regular policy reviews and internal audits to ensure continued alignment with DSEDJ requirements. Clear procedures are in place for:

- Safeguarding and child protection
- Health and safety compliance
- Data protection and confidentiality
- Staff hiring and credential verification
- Programme authorization and quality assurance

11.3 Commitment to Compliance and Ethical Practice

Through the coordinated oversight of the **COO** and the **Inclusive Education Coordinator**, and under the direction of the School Board and Head of School, the school ensures that all operations, programmes, and student services remain fully compliant with **DSEDJ regulations** and Macao SAR law.

The school is committed not only to meeting legal obligations but to maintaining a culture of accountability, transparency, and continuous improvement in support of student learning and well-being.



12. REFERENCE TO OFFICIAL IB DOCUMENTATION

The school is committed to implementing the **Primary Years Programme (PYP)**, **Diploma Programme (DP)**, and **Career-related Programme (CP)** in accordance with the most current policies, procedures, and guidance issued by the International Baccalaureate Organization (IBO).

While this policy outlines the school's internal practices for access and inclusion, all IB-related decisions — particularly those concerning assessment procedures, inclusive access arrangements, academic integrity, and programme requirements — are guided by the **most recent official IB documentation available on My IB**.

In the event of any uncertainty, discrepancy, or need for clarification regarding IB policy:

- The relevant **PYP, DP, or CP Coordinator** will consult the most current version of the applicable IB policy document on My IB.
- Where necessary, the Coordinator will seek formal clarification from the IB through official communication channels.
- The most recently published IB documentation will take precedence over any previous versions or internal references.

Students and parents are encouraged to contact the appropriate Programme Coordinator if they require clarification regarding IB regulations, assessment procedures, or inclusive access arrangements.

The school acknowledges that IB policies are periodically reviewed and updated. Ongoing reference to the latest official IB publications ensures accuracy, compliance, and the integrity of programme implementation.

13. POLICY REVIEW

This document was created in collaboration with the Principal(or designate), IB Coordinators, and Leadership Team, who form the body responsible for policy formulation and review committees.

The policy will be reviewed every year to ensure alignment with TIS's guiding statements, best educational practice, and updates from the International Baccalaureate Organization (IBO) and technological advancements (e.g., AI).



14. ALIGNMENT WITH OTHER TIS POLICIES

All policies pertaining to the IB evaluation process—including the Language Policy, Complaints and Appeals Policy, Assessment Policy, Admissions Policy, Inclusion Policy, and Academic Integrity Policy—are reviewed in conjunction with one another. This coordinated review ensures alignment, consistency, and coherence across all areas of school practice, supporting a unified, whole-school approach in line with IB standards and expectations.

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Author note: Poe.com (Quora, 2023) Poe was used as a thought partner to support grammar, structure, and language refinement as to enhance clarity and coherence. The ideas, analysis, applications to context, and conclusions remain entirely the author's own.

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