Copenhagen International School

Inclusive Education: Philosophy and Procedure



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The IB mission

As an IB world school, Copenhagen International School supports the 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 organisation works with schools, governments and international organisations 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.

https://www.ibo.org/about-the-ib/mission/



IB learner profile

The aim of all IB programmes is 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
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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.

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Copenhagen International School's Inclusion and Belonging Statement

It is our firm belief that the faculty, staff, families, and students at Copenhagen International School have essential roles to play in ensuring an inclusive experience for everyone. Openness to inquiry and respectful, robust discussion are essential not only for dynamic intellectual development but also for cultivating mutual understanding in any diverse community. At our international school, we differ in the cultural lenses, belief systems, and cognitive maps we bring. We will strive, therefore, to enhance a school culture of counsel and dialogue, an environment in which all can participate and fully express their authentic views and selves. This is one in which we practise empathy, active listening, and mutual respect. We can then respond constructively to the challenges and take advantage of the opportunities that come with the diversity that enriches our school.

Copenhagen International School aims to provide a welcoming environment that fosters safety, trust, collaboration, and growth. In such a setting, everyone can thrive academically, socially, professionally, and personally. This means seeing oneself reflected in daily learning experiences and feeling connected to peers in a nurturing school community environment.

The declarations below reflect the character and aspirations of our unique CIS community. They derive from contributions made by our students and their families, faculty, staff, school leadership, and board members in accordance with IBO guidance on inclusive education.

- **We seek** to encourage curiosity, understanding, and fellowship grounded in recognizing that everyone's worth is based on our inherent value as human beings. **We stand firm** in our belief in the equal value of all people.

- **We recognize and celebrate** the full range of human differences. **We are resolute** against discrimination, bias, and prejudice based on race, gender identity and expression, sexual orientation, neurodiversity, physical and mental health or disability status, physical appearance, and religious or political beliefs.

- **We pledge** to value and celebrate diversity among our students, families, faculty, staff, and leadership.

- **We view** diversity and inclusion as a pillar of democratic ethics, and a pragmatic necessity for dynamic 21st-century education. **We believe** an education infused with diverse perspectives expands the definition of knowledge and enables new kinds of inquiry and thinking. **We strive** to cultivate academically challenging learning experiences that appropriately reflect the diverse backgrounds, cultures, and values of our students.

- **We aim** to promote greater learner agency, active participation, and leadership opportunities in school life. By including learner voice in the shaping of our policies and culture, students become crafters of their own educational experience and co-responsible for sustaining an inclusive environment for everyone.

- **We strive** to prevent and respond to bullying, prejudice, and discrimination through awareness-raising and training. **We commit** to primarily addressing incidents of bias-related harm through fair and constructive practices with efforts to promote reconciliation and healing.

- **We aim** to continually enhance our pastoral and teaching approaches to support a safe and welcoming learning environment for all our students. **We strive** to provide mindful support

and services to individuals that match their diverse backgrounds.

- **We endeavour** to identify and dismantle barriers to equity and opportunity. We will engage in the continuous examination of policies for the fair treatment of all employees, including recruitment, development, and retention. **We believe** that employees, and the teams they are members of, should be at least as diverse as the students in our school.

1. Philosophy and Purpose

We believe that every learner at CIS, whatever their background or ability, should have the opportunity to achieve their full potential through the provision of a secure and friendly learning environment which nurtures self-respect and self-confidence. We embrace diversity and provide learning opportunities that cater for individual needs and interests. We build on individual strengths and work to overcome any obstacles to learning. In Towards a Continuum of International Education, it is stated that all IB teachers will teach students with learning needs and therefore need to know:

- the factors that affect learning and how best to respond to them,
- how to differentiate and match teaching approaches to learner needs,
- how to differentiate and match teaching approaches to a school's learning support policy,
- how to make use of technology that has assisted in alleviating and removing barriers to learning.

The purpose of this Inclusive Education Philosophy and Procedure is to create a shared understanding amongst our community and to highlight the importance of inclusion in who we are. This document shares our philosophy and overview of inclusion and is in coordination with other documents such as board policies, as well as school assessment, admissions, language philosophies, and school learning support procedures.

2. General Commitments of the School

2.1 A Definition of Inclusion

Inclusion can be defined as the careful and thoughtful marriage of education excellence and equity. Inclusive schools successfully serve students with a range of learning, social, emotional, medical, and behavioural differences.

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers – which can only be achieved in a culture of collaboration and mutual respect.

As our vision is to educate champions of a just and sustainable world, all individuals, regardless of culture, ability, beliefs, age, gender, race, or learning differences, are provided equal opportunity to contribute and be respected for the individual contributions they bring to CIS. Further, we strive to educate the whole person for an independent life in an inclusive world. Our school consists of diverse students with unique ways of learning. As such, we all have the responsibility to educate the whole person through attention to each student's cultural, academic, physical, and social/emotional development through thoughtful and appropriate support.

Inclusion is one of our core values, and we strive to create a welcoming environment where everyone feels a sense of belonging every day. All staff at CIS are committed to the implementation of the IB Standards and Practices. CIS welcomes students identified as capable of accessing our curriculum, opportunities, and experiences.

2.2 Promoting a culture of inclusive practices

Inclusive practices are in alignment with the vision and mission at CIS. The stated vision at CIS is to educate champions of a just and sustainable world. In a just world, all individuals, regardless of culture, ability, and beliefs, are provided equal opportunity to contribute and respect for the unique gifts they bring. The school's mission is to build community by developing the potential of each student.

2.3 Multi-Tiered System of Supports and Universal Design for Learning

What is a Multi-Tiered System of Supports?

A Multi-Tiered System of Supports is a comprehensive framework that ensures all students receive the academic, behavioral, and social-emotional support they need to succeed. Using a proactive and data-driven approach, this system delivers the right level of intervention at the right time. It integrates high-quality instruction, targeted interventions, and continuous progress monitoring to address diverse learning needs. By fostering collaboration among educators, specialists, and families, a Multi-Tiered System of Supports creates an inclusive and equitable learning environment where every student can thrive.

What is Universal Design for Learning?

Universal Design for Learning is an evidence-based teaching approach that ensures equitable access to education by offering multiple ways for students to engage, process information, and demonstrate learning. Rooted in brain science, it recognizes that learners process information

differently and removes barriers by designing flexible learning experiences that support individual strengths and challenges. At Copenhagen International School, Universal Design for Learning is embedded within a Multi-Tiered System of Supports to create an inclusive and responsive learning environment. By integrating these approaches, the school enhances core instruction while ensuring targeted interventions are accessible and effective, empowering all students to develop the skills they need to succeed.

How Do a Multi-Tiered System of Supports and Universal Design for Learning Align with and Advance the CIS Mission?

Educational Excellence and Personal Growth

A Multi-Tiered System of Supports and Universal Design for Learning ensures students receive personalized learning experiences tailored to their needs. The tiered structure provides targeted academic, social, and emotional interventions, while flexible instructional approaches remove learning barriers. Continuous assessment ensures high-quality instruction and equips students with the tools to succeed.

Building a Compassionate, Inclusive, and Diverse Community

Copenhagen International School values inclusion, ensuring all students receive necessary support through structured interventions and accessible instruction. A Multi-Tiered System of Supports provides targeted support, while Universal Design for Learning proactively designs instruction to be accessible for all learners. This approach fosters equity, embraces diversity, and creates a strong sense of belonging.

Empowering Responsible World Citizens through Integrity and Growth

A Multi-Tiered System of Supports and Universal Design for Learning help students develop resilience, ethical decision-making, and lifelong learning skills. These approaches promote autonomy and self-regulation while preparing students to navigate challenges and make responsible choices. Together, they support Copenhagen International School's mission to empower responsible world citizens.

Sustainability in Practice and a Just World Vision

A Multi-Tiered System of Supports and Universal Design for Learning provide adaptable, long-term support that evolves with student needs. By fostering independence and flexible learning strategies, they ensure students can engage in lifelong learning and social responsibility. This commitment aligns with Copenhagen International School's vision of educating champions of a just and sustainable world.

Promoting Community and Mutual Respect through Cultural Responsiveness

Copenhagen International School fosters a strong, inclusive community where all voices are valued. A Multi-Tiered System of Supports considers cultural and linguistic differences, while Universal Design for Learning ensures instruction reflects diverse perspectives. Together, they create a learning environment that promotes mutual respect and belonging.

Creating a Safe, Stimulating, and Inquiry-Led Learning Environment

A Multi-Tiered System of Supports and Universal Design for Learning ensure students feel safe, supported, and engaged. Targeted interventions and flexible learning approaches encourage curiosity, independent thinking, and innovation. These strategies create a dynamic educational experience that fosters exploration and personal growth.

2.4 Facilities

CIS provides facilities and classrooms for learning support students to maximise the inclusion of all students into the life of the school. Facilities and classrooms serving only learning support services shall be at least equal in all physical respects to the typical standards of general education facilities and classrooms. Access to, and use of, needed learning support classrooms is given the same priority as general education classrooms. This includes providing spaces for social, emotional, counselling, and medical support, which includes nursing, occupational therapy, and speech therapy offices that comply with confidentiality and safeguarding necessities. CIS will provide its students with the resources and adaptations necessary to comply with these provisions, including those of a physical- and/or communication-based nature.

2.5 Legal Frameworks of Inclusive Education

Education is a fundamental global human right. According to Article 26 of the Human Rights Declaration of the United Nations (1948):

> *Everyone has the right to education...and Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance, and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. Parents have a prior right to choose the kind of education that shall be given to their children.*

The UNESCO (United Nations Educational Scientific and Cultural Organization), states that:

> *Inclusion entails the right of all learners to quality education and the development of their full potential, regardless of special educational needs, disability, sex, social or economic backgrounds.*
>
> *Inclusive education requires fundamental changes in the educational system. In particular, the practice of learning and teaching must be adapted to the needs of all, and diversity must be used as a resource. Inclusive education is integrated into educational systems on the basis of international law.*

Similar definitions and educational initiatives have been established by UNICEF, the World Bank, the Organization for Economic Co-operation and Development (OECD), the European Agency of Special Needs and Inclusive Education (EASNIE), the European Union (EU), and the World Health Organization (WHO). The school is committed to being in full compliance with all aspects of Danish regulations related to inclusive education.

In each of these contexts, we strive to provide an inclusive education to the greatest extent possible.

3. Rights and Responsibilities

3.1 Students have a right to be educated and included in an environment where:

- a sense of belonging, safety, self-worth, and growth are promoted
- learning diversity is valued as a rich resource for building inclusive communities
- all learners belong and experience equitable opportunities to participate and engage in quality learning
- assessment provides all learners with opportunities to demonstrate their learning, which is rewarded and celebrated
- they have a voice and are listened to, so that their input is taken into account
- they are included in decisions about their learning
- diversity is understood to include all members of a community
- they have access to the relevant IB program components to the greatest extent possible

3.2 Students are responsible for:

- understanding their role in the learning of others
- self-advocacy
- engaging with their learning and opportunities
- understanding their own identity
- understanding themselves as learners
- reflecting on their learning
- fostering an inclusive culture at CIS

3.3 Families are responsible for:

- providing accurate information about their child's needs and history
- partnering with the school to support their child academically, socially, emotionally, and behaviorally
- fostering an inclusive culture at CIS

3.4 Leadership Teams in Primary and Secondary are responsible for:

- putting in place processes to remove barriers to learning for every member of the school community
- ensuring that technologies chosen both fit into the general learner population and are fit for purpose (whenever possible)
- ensuring that learning, social/emotional, medical, environmental, and language needs do not disenfranchise students merely on the basis of their differences (IB, 2020).
- fostering the inclusive culture of CIS

3.5 All faculty and staff are responsible for:

- creating environments where students are accepted for who they are, valued for their strengths, appropriately challenged by their learning, and listened to
- setting high and realistic expectations
- implementing inclusive practices that support diverse learning needs
- exposing students to teaching and learning that reaches them as individual learners (IB, 2020:7)
- promoting holistic inclusion as a strategy, journey, and goal
- acting as a facilitator in challenging situations with a solution-driven mindset

- fostering the inclusive culture of CIS

3.6 The Student Support Director, Learning Support Coordinators, Learning Support Teachers, and School Counsellors are responsible for:

- fostering meaningful inclusion for all learners
- managing the caseload of a learner with learning, assessment, and social-emotional access requirements by supporting them in their learning
- communicating professionally, honestly, and accurately with parents, external providers, students, and teachers
- building rapport with all stakeholders
- supporting teachers through professional development on the developmental needs of children and adolescents, instructional methods, and differentiation strategies
- managing the referral process at CIS
- supporting parents in understanding the learning, psychological, and social needs of their children and in how to best support them at home
- managing the provision of formative and summative assessments for students who are eligible to receive learning support according to the relevant IB guidelines
- tending to the mental well-being of all students, caring for and supporting them in crisis and trauma, in a professional and consistent way while protecting the confidentiality of personal information and data

4. Personnel Supporting Inclusion

4.1 Director of Student Support

All teachers are teachers of inclusion. To support this, CIS has a Director of Student Support to promote inclusive practices school-wide. This leader supervises and ensures compliance with procedures for all learning support, counselling, health, and safeguarding programmes.

4.2 Learning Support Teachers and Coordinators

CIS recruits highly qualified learning support teachers, coordinators, and related services staff. Learning support teachers and coordinators have specific training and experience in teaching students who have learning support needs.

4.3 School Health Nurse

The School Health Nurse advocates for children's health and safety within the educational setting. The primary role is to support overall learner health. The School Health Nurse is a health practitioner who utilises special training in children's development and is available to support students and parents when health concerns arise. The School Health Nurse is also a school Child Safeguarding Lead.

4.4 School Social-Emotional Counsellors

School counsellors work closely with students, teachers, and parents to promote the overall well-being of students. Through our comprehensive counselling program, our counsellors support students in areas of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. This is provided through a preventative approach, with lessons mainstreamed schoolwide. Social and emotional support is available for students as well as parent and teacher training.

4.5 School Future Planning Counsellor

Students in Grades 9-12 are supported by a Future Planning Counsellor who helps students with career exploration and planning for life after CIS.

4.6 Staff and Faculty Development

CIS provides guidance and training to all staff and faculty on the provision of learning support services. Staff and faculty are provided with formal and informal training in differentiating instruction, accommodating diverse learning needs, and inclusive methods of collaboration.

5. Admissions and Inclusive Enrollment

At CIS, we are committed to fostering an inclusive learning environment that reflects the natural diversity of our student community. We thoughtfully enroll neurodiverse students in a way that ensures a balanced and well-supported educational experience for all. By recognizing and addressing a broad spectrum of learning needs, from mild to intensive, we create a supportive framework that allows every student to thrive academically, socially, and emotionally.

Families of applicants with learning, social, emotional, medical, or behavioural support needs must provide any and all documentation detailing the applicant's needs at least three months prior to admission and, in some cases, up to 6 months prior to admission. That may include, but is not limited to, diagnostic tests, individual educational/learning plans, psycho-educational evaluations, behaviour plans, medical documentation, school reports, and references. CIS staff may also request a meeting with parents, the student, and/or the teachers currently working with the learner in order to obtain a complete picture of the student's strengths and needs and what is required for him/her to be successful at CIS.

Based on this documentation, the Director of Student Support at CIS determines the level of support that is needed. The potential of the school to support the level of need influences the admission decision.

If the school deems it can provide requisite services to an applicant student, then a statement of service recommendations and any applicable fees are provided in the letter of admission to the family. In the event that CIS is unable to serve a student's needs, the family will be notified in writing.

Once an applicant has been admitted, CIS will create an individual learning or accommodation plan to assist the applicant in successfully accessing the school curriculum and environment as appropriate to their needs so they can achieve their academic and personal potential.

Additional information can be found in the Admissions Philosophy and Procedures.

6. Learning Support Services

Copenhagen International School (CIS) is committed to providing a continuum of support that meets the diverse learning needs of all students. Through a flexible, proactive, and responsive approach, CIS ensures that each student receives high-quality academic, social, emotional, and behavioral instruction within an inclusive classroom environment.

When a student requires additional support beyond what is provided to all, individualized interventions are implemented to help them reach their full potential while maintaining the least restrictive environment. Individual Learning Plan (ILP) teams assess student needs, recommend the appropriate level of support, and continuously monitor progress. CIS offers three levels of learning support, with adjustments made as needed throughout the year to promote student growth, independence, and success.

Levels of Support

Mild Support

Definition:

Support for students with minor learning challenges. It involves **differentiated instruction, targeted interventions, and accommodations** to address specific skills/needs while maintaining participation in the general education setting. The focus is on **proactive, universal strategies** that foster academic success.

Student Profile Might Include:

- High-incidence learning differences with cognitive abilities ranging from average to well above average.
- Require **differentiated instruction** and may need **targeted interventions** in a specific skill area.
- May qualify for **formal accommodations** but can access the general curriculum with minimal support.
- May have **speech & language, sensory/motor, or social-emotional needs**, either independently or as part of a broader profile.

Possible Characteristics:

- Perform **near grade level** but benefit from accommodations and/or differentiated instruction.
- Require interventions for **academic skills, executive function regulation, or self-advocacy**.
- Challenges are **manageable with small, low-intensity interventions** and do not significantly impact overall academic progress.

Examples of Support:

- Differentiated instruction and **Universal Design for Learning**
- Classroom management strategies (e.g., visual schedules, verbal reminders).
- Small group interventions for specific academic or executive function skills.

Personnel Involved:

- General education teacher, with occasional consultation from support staff.
- May include speech/language therapists, occupational therapists, or counselors.

Service Delivery Options:

- Differentiated instruction and Universal Design for Learning
- Co-teaching, co-planning, and small group interventions.

Moderate Support

Definition:
Structured interventions for students with notable challenges in one or more areas that require a combination of accommodations, targeted small group instruction/interventions, and consistent progress monitoring.

Student Profile Might Include:

- High-incidence learning differences that are **more complex or substantial** in nature.
- May have **multiple diagnoses**, including social-emotional or behavioral challenges.
- Likely requires **language, sensory/motor, or psychological services** to support learning.
- Achievement is typically **two or more years below grade level** in one or more subject areas.
- Cognitive abilities may be in the **lower average range**, or the student may be **twice exceptional (2e)**—high ability with significant learning challenges.
- Some students may require **curricular modifications** in specific areas.

Possible Characteristics:

- **Struggle consistently** with academic, behavioral, or social skills, requiring structured interventions.
- Need **regular, focused support** to close skill gaps.
- Accommodations are **routinely necessary**, and interventions are often required **long-term** to support progress.

Examples of Support:

- Small group instruction for literacy or math skills.
- Behavior Intervention Plans for students with consistent behavioral challenges.
- Social skills groups or focused coaching for peer interactions.
- Regular progress monitoring to assess intervention effectiveness.
- Some students may require **curricular modifications** in one or more areas.

Personnel Involved:

- General education teacher in collaboration with learning support staff.
- Regular input from specialists (speech/language therapists, occupational therapists, school psychologists, counselors).

Service Delivery Options:

- Differentiated instruction and **Universal Design for Learning**
- Co-teaching, co-planning, and small group interventions.
- Targeted therapies (speech/language, *occupational, counseling).
- Potential modifications and best-matched graduation pathways for students who require them.

Intensive Support

Definition:
High-intensity, individualized support for students with significant and ongoing challenges that cannot be addressed through targeted interventions alone. Requires frequent and highly tailored strategies, often with curriculum modifications.

Student Profile May Include:

- Low-incidence learning differences, including intellectual or developmental disabilities (ID) in the mild-to-moderate range.
- May include **exceptionally highly able students** who require modifications to school offerings.
- Cognitive profiles may range from **borderline intellectual functioning** to students requiring **functional academics and adaptive/life skills support**.
- Access to the full academic curriculum is **likely limited without significant modifications**.

Possible Characteristics:

- Persistent difficulties in academic, behavioral, or social domains despite targeted interventions.
- Require highly individualized instruction and frequent, intensive progress monitoring.
- May need **alternative assessment approaches** and **specialized curriculum planning**.

Examples of Support:

- **One-on-one instruction** for foundational academic or social skills.
- **Curriculum modifications** tailored to developmental levels.
- **Personalized adaptive life skills programming**, often developed with allied health services.
- **Sensory or behavioral support** integrated throughout the school day.
- **Specialized transition planning** for postsecondary opportunities.

Personnel Involved:

- Learning support assistant, special education teachers, and specialists.
- Direct collaboration with **speech/language therapists, occupational therapists, counselors, and school nurses**.

Service Delivery Options:

- Differentiated instruction and **Universal Design for Learning**
- Co-teaching, co-planning, and small group interventions.
- **Personalized adaptive life skills programming**.
- Collaboration with health services to ensure a holistic approach.

7. Student Study Team (SST) and Intervention Process

7.1 Purpose of the Student Study Team

The SST is a student-centred, multidisciplinary approach to developing, implementing, and tracking interventions designed to support learner success in the general education program, or the least restrictive environment. The SST's primary function is routine, structured problem-solving in conjunction with teachers requesting assistance and the successful resolution of student-centred concerns. The ultimate goal of the SST is to work collaboratively to identify interventions that succeed in helping students make academic, social, emotional, and/or behavioural progress within the least restrictive environment.

The SST process emphasises intervention for struggling students by targeting the unique learning styles and social, emotional, and behavioural needs of individual students. The SST works most effectively with instructional staff to analyse learner problems and design interventions powerful enough to effect the desired change. The goals of the SST are to build on efforts by the classroom/ content teacher to effectively meet learner needs by:

- Enabling teachers to respond effectively to the needs of a wide variety of students
- Enabling students to acquire academic, social, emotional, and behavioural competencies, achieve grade-level standards, and become independent learners
- Creating a collaborative and inclusive culture among staff for the purpose of meeting learner needs

7.2 Referral to the Student Study Team

A learner may be referred to the SST by any staff member familiar with the student's development. When a teacher refers a learner for discussion at SST, the classroom or content area teacher shall communicate with parents prior to SST to explain the referring concern, the purpose of SST, and possible outcomes of the SST discussion.

7.3 Core members of the Student Study Team

- Division Learning Support Coordinator (chair)
- Division Administrator(s)
- School Health Nurse
- School Counsellor of Students
- Director of Student Support

7.4 Student-specific members of the SST

- The student's classroom/content teacher(s)
- Learning support teacher assigned to grade level
- Grade level EAL teacher, when appropriate
- The student's advisor (Secondary)
- Single subject teacher, when appropriate (Primary)
- Programme Coordinator, when appropriate
- Kommune staff, when appropriate

7.5 Outcomes of the Student Study Team process

There are three common outcomes following the referral of a learner to SST:

1. The learner makes adequate progress in the least restrictive environment after interventions, and the teacher continues to monitor progress, or

2. The team recommends additional interventions, the teacher continues to collect data and evidence of learner progress, and the learner is discussed again by the SST, or
3. The learner is referred for a comprehensive evaluation.

7.6 Comprehensive Evaluation

If the outcome of an SST is a referral for a comprehensive evaluation, then a parent meeting is called to share the team's findings and recommendations. Parents are provided with both public and private system information on where an evaluation can be completed. An evaluation provides a thorough explanation of all the factors of a student's learning profile, including cognitive, psychological, and health factors that could be affecting a student's performance in school. An evaluation not only highlights the areas for growth but also highlights their strengths. This evaluation may result in the learner receiving an Accommodation Plan or an ILP.

The school requires from parents a reevaluation for students with an Accommodation Plan or ILP every three years. Children and adolescents undergo significant developmental changes over time as their educational needs, learning styles, and strengths or weaknesses may evolve. Thus, regular updates ensure that the educational plan remains relevant to a student's current stage of development. The full evaluation report and recommendations created as a result of the re-evaluation will be provided to the school.

7.7 External Service Providers

CIS actively builds relationships with external providers to support students and families in finding a good fit for their needs. CIS may make recommendations for external evaluations or services to which the family then provides funding.

The school works with an external speech and language therapist and an occupational therapist who can offer support on campus when needed. CIS also provides a list of therapists and educational psychologists who can complete assessments or provide social-emotional support. The school also works alongside the Kommune (the local, municipal public health service) to provide support to CIS students.

7.8 Parental Involvement

Parents are integral contributors to the success of the Student Study Team and, subsequently, its work with their children. Early, timely, and appropriately regular communication with parents about the successes and challenges of students helps to create a strong link between home and school. Before a teacher refers a learner for discussion to the SST, the classroom or content area teacher will communicate with parents to explain the concern, the purpose of the SST, and possible outcomes of the SST discussion.

8. Individual Learning Plans and Accommodation Plans

Students eligible for direct learning support services receive an Individual Learning Plan (ILP) developed to identify specific skills development for the upcoming year. These are created by ILP teams, which consist of the student, parent, LST, LSC, classroom teacher, and sometimes the counsellor, principal, and DSS. The team is responsible for providing input and feedback for the ILP and reviewing the ILP annually to determine learner progress.

If the ILP goals are not being met, revisions are made to instructional approaches. In the event that the learner is meeting and even exceeding their ILP goals, new goals will be developed. In some cases, the child may receive a reduced level of support or exit the learning support program altogether. ILP teams shall strive to reduce the level of support, as appropriate, to increase learner independence and participation in the least restrictive environment. Student data and/or evaluations drive these decisions.

Students with medical, social, emotional, physical, or academic needs who require accommodations to participate in the school setting, general classroom setting, curriculum, and/or assessment receive an Accommodation Plan to provide equitable opportunities. A review of the Accommodation Plan is conducted annually to determine learner progress.

9 Assessment & Inclusive Access Arrangements

9.1 Inclusive Access Arrangements

An Inclusive Access Arrangement (IAA) identifies changed or additional conditions during the assessment process for a candidate with assessment access requirements. These enable the candidate to demonstrate his or her level of attainment more fairly and are not intended to compensate for any lack of ability.

Students who require an IAA may display the characteristics of one or more learning needs.

- A specific learning disability
- A language and communication disorder
- Social, emotional, and behavioural disabilities
- Physical and sensory conditions
- Medical conditions
- Mental health challenges

9.2 Applying for Inclusive Access Arrangements in Diploma Programme examinations

Copenhagen International School, in common with the IB, believes that all students should be allowed to demonstrate their ability under assessment conditions that are as fair as possible.

The students for whom this policy is of particular interest are those who have the intellectual capacity to meet all curriculum requirements, but who have individual learning needs and require special arrangements (Inclusive Access Arrangements) to demonstrate their level of achievement. Further, inclusive access arrangements may be provided to students not only with particular learning difficulties, but also alongside students affected by temporary, long-term, or permanent disability or illness. IAA provision may, therefore, also be made for students suffering from ‘adverse

circumstances', which can include family bereavement, sudden and/or severe illness, civil unrest, and natural disaster.

Therefore, where standard assessment conditions could put candidates with particular learning needs at a disadvantage by preventing them from demonstrating their level of attainment, special arrangements may be possible. Such arrangements may include additional time, an alternate location for assessment, the use of a scribe or a reader, and a word processor and other specific technology.

Students in the Grade 11-12 Diploma Programme (DP) pre-approved by the IB, on the basis of the principles defined in Special Educational Needs within the International Baccalaureate Programmes (IB Publications) and Candidates with Special Assessment Needs (IB Publications), may receive inclusive access arrangements during DP exams.

When there is an identified need for specific examination accommodations, learning support staff will work closely with students and families to facilitate the collection of documentation required by IB for approval. The Student Study Team works closely with students to ensure that they and their teachers are aware of the accommodations to which approved students are entitled, not only in the final examinations but throughout their time in school. The DP Coordinator coordinates and arranges for the submission of all necessary documentation to the IB. Applications for special arrangements for accommodations must be submitted to the IB before 15 November of the academic year in which students take their final DP examinations.

10. Pathways to Graduation

All CIS students work towards graduating at CIS with a High School Diploma. Upon successful completion of all CIS graduation credit requirements, students will receive a CIS High School Diploma accredited by the United States' New England Association of Schools & Colleges (NEASC). In addition to the High School Diploma, in Grades 11 and 12, students may opt to pursue and, if successfully completed, earn the IB Diploma or an IB Certificate. CIS is exploring the possibility of offering an additional pathway for students who cannot join either the Diploma Program or the CIS High School Diploma pathways.

11. Confidentiality and Privacy

CIS collects and uses personal data to carry out education services such as those listed in this statement. CIS does so under the lawful basis that the processing is necessary for the performance of a contract. In some circumstances, CIS may have to process data for other purposes that are not necessary for the performance of the contract. In such cases, the processing may be based upon:

- legitimate interests, such as providing a safe learning environment
- maintaining the Copenhagen International School community, fundraising, etc.
- the protection of the student's vital interests
- the compliance with legal obligations
- the consent was provided to CIS

Additional information can be found in the Privacy Philosophy and Practice.

12. CIS Procedural Review

12.1 Self-Assessment

At CIS, monitoring and evaluation of support services are an essential aspect of an inclusive education. Measurement of our instructional effectiveness and the continuous evaluation of learning assessments are integral to our success in this area.

Monitoring and evaluation can integrate data from referrals, observations, assessments, documentation, grade-level meetings, and targeted teacher training. Our goal is to review and, where necessary, improve teachers' understanding and use of evidence-based educational strategies. Celebration of diversity, in teaching and learning, is a process that requires self-monitoring and self-evaluation in order to achieve meaningful inclusion of all CIS community members.

12.2 Statement Review

This Inclusive Education Statement will be reviewed every three years by a committee composed of the Director of Student Support, Learning Support Coordinators, and divisional Leadership.

References

Copenhagen International School's Inclusive Education Statement was created with reference to the following documents:

Access and inclusion policy (IB, 2022)

Children and Disability in Transition. Florence: UN's Children's Fund Innocenti Research Center European Agency of Special Needs and Inclusive Education (EASNIE) Department of Education and Skills (DfES). (2003)

Copenhagen International School Learning Support Procedures

Every Child Matters. Cm.5860. London: The Stationery Office

General Data Protection Regulation (GDPR, 2016). European Union 12

IB Programme Standards and Practices (IB, 2020)

Inclusive access arrangements: Decision pathway PDF (IB, 2016)

Learning diversity and inclusion in IB programmes (IB, 2020)

Next Frontier Inclusion (NFI) Guidelines for Neurodiverse Inclusive School Populations 02/2025

Students with disabilities, learning difficulties and disadvantages: Statistics and Indicators. Paris (2005).

The IB guide to inclusive education: a resource for whole school development Using Universal Design for Learning (UDL) in the IB classroom PDF (IB, 2016)

Tomlinson, C. A. (2000). The Differentiated Classroom: Responding to the Needs of all Learners. Alexandria: Association for Supervision and Curriculum Development.

United Nations Children's Fund (UNICEF). (2005).

United Nations. (1948). Universal Declaration of Human Rights. New York: Organization for Economic Co-operation and Development (OECD).

World Bank (n.d.) Education and the World Bank

Resource A

IB Standards and Practices

This policy and relevant divisional guidelines cover the following IB Standards and Practices:

Purpose (0101)

- The school community fosters internationally-minded people who embody all attributes of the IB learner profile. (0101-03)

Leadership and governance (0201)

- The school organises time for learning and teaching that provides a broad, balanced, and connected curriculum and serves the changing needs of its community. (0201-03)

Student support (0202)

- The school provides relevant human, natural, built, and virtual resources to implement its IB programme(s). (0202-01)
- The school identifies and provides appropriate learning support. (0202-02)
- The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)
- The school provides guidance and support that help students succeed in its IB programme(s) and plan for the next stage of their educational and/or career-related experiences. (0202-04)
- The school builds relationships with the wider community that are a source of wisdom and expertise to strengthen the implementation of its IB programme(s). (0202-05)

Teacher support (0203)

- The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). (0203-03)
- Culture through policy implementation (0301)
- The school secures access to an IB education for the broadest possible range of students. (0301-01)
- The school implements, communicates, and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

Resource B

Definitions and Acronyms

Accommodation Plan (AP) is a written plan describing how the learner with a disability will access learning at school and provide services and changes to the learning environment to meet the needs of the learner as adequately as other students. Accommodations are created for presentation, timing/scheduling, response, and setting. Students with APs do not receive direct learning support.

Inclusive Access Arrangements (IAA) Access arrangements are changes or alterations introduced to learning, teaching, and assessment to remove or reduce barriers. They do not change what the learner is expected to learn and do not lower expectations, but instead provide the optimal support to address a range of barriers and enable the learner to work around them. At a fundamental level, they address fairness and equal access to learning and teaching, and in addition, ensure validity and meaningfulness of assessment (IB,2022).

Individual Learning Plan (ILP) means a written plan developed and approved in a form established by Copenhagen International School (CIS), that identifies a student's learning support needs and describes the services CIS shall provide to meet those needs.

Individual Learning Plan Team (ILP team) consists of the student, parent, LST, LSC, classroom teacher, and sometimes the counsellor, principal, and DSS. The team is responsible for providing input and feedback for the ILP and to review the ILP annually.

Learning Support Coordinator (LSC) is a teacher leader working within designated divisions to oversee the delivery of learning support services. The LSC is responsible for maintaining rosters of students, ensuring the timely review of all evaluations and learning plans, working with Learning Support Teachers to develop and adjust teaching schedules, and mentoring LSTs within the division.

Least Restrictive Environment (LRE) shall mean an educational placement that assures that, to the maximum extent appropriate, students with disabilities may be offered a placement within the general education classroom environment. An educational placement that allows for the academic and social growth of a learner is the best fit for the educational needs. Learning support may be offered only when the nature or severity of the student's disability is such that education in regular classes cannot be achieved satisfactorily.

Learning Support Teacher (LST) shall mean a person with a teaching certificate in an area of special education or a related area. Qualifications shall meet the hiring requirements of Copenhagen International School. A qualified Learning Support Teacher may design, implement, and supervise learning support services.

Multi-Tiered Systems of Support (MTSS) A schoolwide set of procedures that provides increasingly more intensive instruction based on each student’s individual needs.

Student Study Team (SST) shall mean a learner-centred, multi-disciplinary approach to developing, implementing, and tracking interventions designed to help support learner success in the general education program, or the least restrictive environment. When appropriate, the SST will make recommendations for further evaluations. An SST consists of the LST, LSC, classroom teacher(s), the counsellor, nurse, principal, and DSS.

Universal Design for Learning (UDL) is a framework that promotes inclusive education by providing multiple ways for students to engage, access information, and demonstrate learning. By designing flexible instruction that removes barriers, UDL ensures all learners, regardless of ability or background, have equitable opportunities to succeed.