



臺北市濱江實驗國民中學

全納政策

Taipei Municipal Binjiang Experimental Junior High School

## INCLUSIVE POLICY

First Drafted in May 2021

## IB 使命宣言

國際文憑組織的目標是培養勤學好問、知識淵博、富有愛心的年輕人，他們通過對多元文化的理解和尊重，為開創更美好、更和平的世界貢獻力量。

為了實現這個目標，國際文憑組織與眾多的學校、政府以及其它國際組織進行合作，開發出一系列具有挑戰性的國際教育專案和嚴格的評量制度。

這些項目鼓勵世界各地的學生成長為既積極進取又富有同情心的終身學習者，他們理解儘管人與人之間存在著差異，但他人的意見也可能是正確的。

## IB 學習者目標

- **積極探究**

培養自己的好奇心，逐步掌握開展探究和研究的技能。知道如何獨自或與他人一起開展學習。對學習充滿熱情，並終身保持對學習的熱愛。

- **知識淵博**

發展並利用對概念的理解，跨越一系列學科探索知識。對各種具有當地和全球重要性的問題和思想觀點進行探討。

- **勤於思考**

運用批判性和創造性思考技能，對複雜的問題進行分析並採取負責任的行動。積極主動地做出理由充分、合乎倫理的決定。

- **善於交流**

使用一種以上的語言，以多種方式充滿信心和富有創意地進行自我表達。有效地開展協作，注意傾聽他人以及其他群體的觀點。

- **堅持原則**

處事正直、誠實，有強烈的公平和正義感，尊重世界各地人民的尊嚴和權力。對自己的行動及其後果承擔責任。

- **胸襟開闊**

以批判的態度欣賞我們自己的文化和個人的歷史，以及他人的價值觀和傳統。尋求和評價一系列廣泛的觀點，並願意通過體驗來豐富自己。

- **懂得關愛**

表現出同理心、同情心和尊重。努力開展服務，通過行動使他人的生活和周圍的世界發生積極的變化。

- **勇於嘗試**

深謀遠慮和堅決果斷地應對變化不定的事物；獨立地或通過合作探索新的思想觀點和新穎的策略。面對挑戰和變化，表現得足智多謀和靈活機敏。

- **全面發展**

理解在生活中做到智力、身體和情感均衡發展的重要性，這樣才能使自己 and 他人幸福康樂。認識到自己與他人以及我們所處世界的相互依存關係。

- **及時反思**

對世界和自己的思想觀點和經驗做出深刻縝密的思考。為了支持學習和個人發展，努力瞭解自己的長處和弱點。



## 濱江實中使命宣言

臺北市濱江實驗國民中學旨在培養具有世界觀、關懷心和科技力的學習者。我們致力透過創思實踐、科技互動、關懷參與和美感覺察，培育能讓社區、台灣和世界更美好的生活實踐家、濱江博雅人。



## 濱江實中學習者目標

- **創思實踐**：能透過積極的知識探究和勇於嘗試的精神，實踐創造與思考。
- **科技互動**：能運用科學方法與科技工具探究學習，並與人進行有效交流。
- **關懷參與**：在互動中積極關懷他人，開展服務、行動，並堅定把握原則。
- **美感覺察**：能包容不同文化價值，借鏡反思，由美感體驗達成身心平衡。



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## 濱江實中全納政策精神

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如本校使命宣言所述，學校將致力透過關懷互動，培養學生成長為關懷世界的濱江博雅人。與國內新課綱目標「成就每個孩子」及「適性揚才」相互結合，以促進學生全人發展。因此，本校教職員通力合作，讓具特殊需求學生 ( students who have special needs ) 能補救其弱勢能力；發展優勢能力，進而啟發學生的生命潛能。因此，本校針對不同類型的學生 ( 如：身心障礙、新住民及高關懷等 ) 給予不同的支持，提供最少限制環境 ( LRE, the least restrictive environment )，以落實全納政策。

## 臺灣的法規與政策

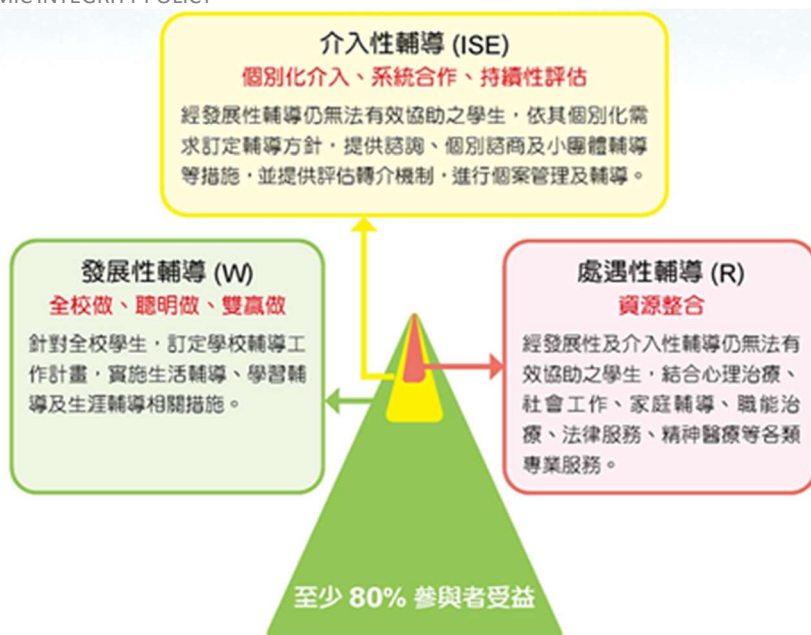
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為保障學生受教權益及促進學生的全人發展，在國內已制定相關法令規範，包含《學生輔導法》及《特殊教育法》：學生輔導法明確訂定出三級輔導制度，且針對身心障礙、文化或經濟不利之學生，本校依照法規提供相關輔導資源。而在特殊教育法當中，針對特教學生的教育實施給予彈性，提供課程、教學、評量及行政等支援。綜合上述，顯見國內法令的制定已兼顧不同學生的需求，因此本校依據法規之規定規劃全納政策，期以透過提供適性化、個別化措施消弭過往教育的限制，並實現每位孩子的學習權益。

## 濱江實中全納政策實施方式

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本校根據《學生輔導法》第 6 條規定：「學校應視學生身心狀況及需求，提供發展性輔導、介入性輔導或處遇性輔導之三級輔導。」，以及我國教育部編製《國民中學輔導工作參考手冊（第二版）》，學校三級輔導採 WISER 2.0 模式（如下圖）：



以下針對不同類型的學生之處遇方式說明：

## 1. 特教學生（身心障礙）

經特教學生鑑定安置輔導會鑑定為身心障礙學生之疑似生與確認生，依據特殊教育法規定，由學生本人、家長、導師、特教個管老師及行政人員等，定期開會訂定或修正個別化教育計畫（IEP）及在校學生教學介入方案。本校視學生需求或學生鑑定的結果安排特教課程（抽離或外加）、學習調整、校園無障礙環境、相關專業服務（物理治療、職能治療、語言治療）、教育輔助器材、無法自行上下學之交通服務、特殊考場服務、其他相關資源及服務（特教助理員人員）等措施，並在 IEP 會議確認與檢討所提供的相關服務。

## 2. 特教學生（資賦優異）

由於本校未有特教資優類科之師資，校內也未設置資賦優異之特教班級，因此本校學生資賦優異學生之處遇為配合局端政策，以特殊教育方案的方



式辦理：

- ( 1 ) 校內教師與家長召開個別化輔導計畫 ( IGP ) 會議，訂定及修正。
- ( 2 ) 資優學生於課後時間參與他校的資賦優異方案課程，以滿足其特教資優需求。

### **3. 新住民學生**

為增加新住民學生在地語言、文化、學校、生活及人際關係上的適應能力，本校除了協助新住民學生於每學期期初辦理通譯人員申請，也會依照新住民學生語言能力辦理華語文課後補救教學課程，並不定期搭配校內活動辦理各種多元文化課程宣導，經由辦理多樣化國際日活動，提升本地學生對於他國的探究、接納與包容，進而關懷社會與國際議題。

### **4. 高關懷學生**

在校內行政同仁、導師、家長三方會議的嚴謹討論下，針對各種校內行為問題學生提供輔導晤談機制，並依照 WISER 模式中的工作原則進行各種介入性輔導、處遇性輔導措施。

### **5. 其他 ( 如：低收入戶、臨時校安通報措施 )**

如學生遭遇緊急變故，本校行政人員依法進行通報 ( 校安通報、關懷 e 起來 )，輔導教師、導師及家長一同合作加強學生關懷輔導，視情形聯繫專業人員 ( 如：醫師、心理師、社工師 ) 協助。

## 全納政策對應的角色與責任

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### 1、班級導師之職責

- ( 1 ) 觀察學生學校生活適應情況並記錄觀察結果。
- ( 2 ) 瞭解學生背景、建立親師生良好溝通橋樑。
- ( 3 ) 瞭解、輔導學生在校各項學習狀況。
- ( 4 ) 協助學生生活、學習、生涯、品行及身心健康之適應、教育與輔導。
- ( 5 ) 學生突發狀況與其他事件處理
- ( 6 ) 特殊需求學生之個別輔導與關照。
- ( 7 ) 依照學生不同需求，適時結合校內行政啟動輔導機制。

### 2、教師之職責

- ( 1 ) 接納並輔導學生。
- ( 2 ) 調整適當座位以利學生學習。
- ( 3 ) 配合學生使用教學輔具及所需特殊教育服務。
- ( 4 ) 參與相關研習及訓練，以充實知能。
- ( 5 ) 協調同儕接納並協助特殊需求學生。
- ( 6 ) 觀察學生班級表現，隨時和資源班老師聯絡，交換輔導心得及協助轉銜。
- ( 7 ) 配合學生需要，改變教材教法及調整評量方式，以達有效之學習。

### 3、輔導人員之職責

- ( 1 ) 舉辦親職教育講座及輔導研習。
- ( 2 ) 提供升學輔導及學習輔導。
- ( 3 ) 提供個別諮商及心理輔導。
- ( 4 ) 安排有需要學生轉介相關機構。
- ( 5 ) 提供教師學生及家長諮詢服務。
- ( 6 ) 提供學生生涯輔導，包括性向、學業能力等各項評量及相關輔導課程。
- ( 7 ) 提供學生升學輔導即升學資訊、升學管道說明等。
- ( 8 ) 協助安排志工家長、班級及志工同學以提供學生相關支援。

#### **4、家長之職責**

- ( 1 ) 告知學校有關孩子相關訊息，如：健康情形、特殊情形及困難需求等。
- ( 2 ) 根據學生狀況參加相關會議，如：學校日、個案會議、IEP/IGP 會議（特教學生）及訪談等，校方與家長共同合作幫助學生其適應、學業及生活等事項。
- ( 3 ) 留意學校訊息並與學校保持聯繫。
- ( 4 ) 當相關資源介入協助時，如醫療資源或社政資源，能積極配合，並提供各種評鑑所需之相關資料。

## 全納政策之公佈

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本校 IBMYP 全納政策將對校內外公布，每年之修正版本亦會在濱江實中的網站上公告。

## 參考文獻與引用資料

教育部（2020）。國民中學學校輔導工作參考手冊（第二版）。臺北市：教育部。





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## IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments, and international organizations to develop challenging 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.

## IB Learner Profile

- **Inquirer**

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.

- **Thinker**

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

- **Communicator**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate actively, 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-taker**

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.



## BJEJH Mission statement

Taipei Municipal Binjiang Experimental Junior High School cultivates our students' love for learning, promoting their consciousness to be a learner with a world horizon, a sincerely caring heart, and technology skills. We strive to support this environment by implementing a curriculum full of creative practice, technology interaction, caring participation, and aesthetic perception, to prepare our students to become life practitioners and liberal arts learners who make society, Taiwan, and the world a better place.

## BJEJH Learner Profile

- **Creative Practice:** Students can practice creativity and thinking through the spirit of proactively seeking knowledge and willingness to try.

- **Technology Interaction:** Students can use scientific methods and technology tools to solve problems and communicate effectively.
- **Caring Participation:** Students can stick to principles, care for others, and continuously reflect on themselves.
- **Aesthetic Perception:** Students can develop understanding and embrace cultural diversity, as well as achieve physical, mental, and emotional balance through aesthetic experience.



## Spirit of inclusive policy in BJEJH

As the mission statement of the school, we are committed to fostering students to grow into Binjiang liberal arts learners who care about the world through caring participation. Combine with the domestic new curriculum goals "achieve every child" and "appropriate talents development" to promote the whole-person development of students. Therefore, the school faculty and staff work together to enable students who have special needs to remedy their disadvantaged abilities; develop

superior abilities, and inspire students' life potential. In addition, different types of students (such as the physically and mentally disabled, new residents, and the high-concern, etc.) are provided with different supports, and the least restrictive environment (LRE) is provided to implement the inclusive policy.

## Laws and policies in Taiwan

In order to protect the rights of students to receive education and promote the whole-person development of students, Taiwan has formulated relevant laws and regulations, including "Student Counseling Law" and "Special Education Law." The "Student Counseling Law" clearly sets out a three-level counseling system, and for students who are physically or mentally handicapped, culturally or financially disadvantaged, the school provides relevant counseling resources in accordance with the regulations. In the Special Education Law, flexibility is given to the implementation of special education students, providing curriculum and teaching, assessment, and administrative support. In summary, the laws and regulations of Taiwan are formulated to take into account the different needs of various students. Therefore, the school plans inclusive policy in accordance with the regulations to provide

appropriate and individualized measures, eliminate restrictions and realize each child's learning rights.

## Implementation of inclusive policy in BJEJH

According to Article 6 of the Student Guidance and Counseling Act:

"Schools shall provide three levels of guidance and counseling—developmental guidance, intervention counseling, and remedial counseling—based on student' s physical and psychological status and needs." In accordance with the Ministry of Education' s "National Secondary School Guidance and counseling Work Reference Manual (Second Edition)," the school' s three-level counseling adopts the WISER2.0 mode (as shown in the figure below).



The following is the explanation of intervention methods for different-type students.

# 1. Special education students (disabled)

Students with physical and mental disabilities are suspected and confirmed students who have been identified by ACA. According to the provisions of the Special Education Law, the students themselves, their parents, tutors, special education personal supervisors, and administrators meet regularly to formulate or revise individualized education plans (IEP) and teaching intervention programs for students in school. According to the needs of students or the results of student identification, the school arranges special education

courses (withdrawal or additional), learning adjustments, campus barrier-free environment, related professional services (physiotherapy, occupational therapy, language therapy), educational aids, transportation services for inability to go to and back from school on their own, special examination room services, other related resources and services (special education assistants), and other measures. Also, the relevant services provided are confirmed and reviewed at the IEP meeting.

## 2. Special education students (gifted and talented)

There are no teachers for gifted classes and gifted education programs in this school.

Therefore, the intervention for gifted students is in line with the bureau policy and is handled in the form of a special education program:

- ( 1 ) School teachers and parents hold individualized guidance plan (IGP) meetings to formulate and revise.
- ( 2 ) Gifted students participate in gifted education courses from other schools after class to meet their gifted needs in special education.

## 3. New immigrant Students

In order to increase the adaptability of new immigrant students to local language, culture, school, life, and interpersonal relationship, our school will not only assist new immigrant students to apply for interpreters at the beginning of each semester but also offer after-school remedial courses for the Chinese language based on their language ability. It's irregularly coordinated with school activities to promote various multicultural courses. By organizing diversified activities of International Day, local students will enhance inquiries about, acceptance and tolerance of other countries, and then care about social and international issues.

#### 4. Highly caring at-risk students

Under the rigorous meeting and discussions of administrative colleagues, homeroom teachers, and parents in the school, provide counseling and interview mechanisms for students with various behavior problems at school. In accordance with the working principles of the WISER model, students with different behavioral problems at school are conducted various intervention counseling and remedial counseling measures

#### 5. Others

(such as low-income households, and temporary school safety notification measures)

If a student encounters an emergency, the school administrative staff will make a notification according to the law (school safety notification, e-care online notification). Teacher-counselor, homeroom teacher, and parents work together to strengthen student care and guidance. It depends on the situation to contact professionals (such as physicians, psychologists, social workers, etc.) for assistance.

## Roles and responsibilities corresponding to inclusive policy

### 1. Responsibilities of homeroom teachers:

- ( 1 ) Observe the students' adaptation to school life and record the observation results.
- ( 2 ) Understand the background of students and establish a good communication bridge between teachers and students.
- ( 3 ) Understand and tutor students in various learning conditions at school.



- ( 4 ) Assist students the adaption, education and counseling in life, study, career, moral character and physical-mental health.
- ( 5 ) Handling of student emergencies and other incidents
- ( 6 ) Individual guidance and care for students with special needs.
- ( 7 ) According to the different needs of students, it will activate the counseling mechanism in time with the school administration.

2. Responsibilities of teachers:

- ( 1 ) Accept and tutor students.
- ( 2 ) Adjust proper seats to facilitate students' study.
- ( 3 ) Cooperate with students to use teaching aids and the required special education services.
- ( 4 ) Participate in related studies and training to enrich knowledge and ability.
- ( 5 ) Coordinate with peers to accept and assist students with special needs.
- ( 6 ) Observe students' class performance, and contact resource class teachers at any time to exchange counseling experience and assist in transition.

- ( 7 ) Connecting with student needs, changing the teaching methods and materials, and adjusting the assessment methods to achieve effective learning.

### 3. Responsibilities of counselors:

- ( 1 ) Hold parental education seminars and guidance/counseling training.
- ( 2 ) Provide guidance for further studies and study guides.
- ( 3 ) Provide individual counseling and psychological guidance.
- ( 4 ) Arrange for the referral of students in need to relevant institutions.
- ( 5 ) Provide consultation services for teachers, students, and parents.
- ( 6 ) Provide student career counseling, including various assessments of aptitude, academic ability, and related counseling courses.
- ( 7 ) Provide students with further study guidance, that is, further information, entrance on school channels, etc.
- ( 8 ) Assist in arranging parent volunteers, classes, and student volunteers to provide student-related support.

### 4. Responsibilities of parents:

- ( 1 ) Tell the school relevant information about the child, such as health conditions, special circumstances and difficult needs, etc.

- ( 2 ) Participate in relevant meetings based on student status, such as school days, case meetings, IEP/IGP meetings (special education students), interviews, etc. The school and parents work together to help students with adaptation, study and life matters.
- ( 3 ) Pay attention to school information and keep in touch with the school.
- ( 4 ) When relevant resources are involved in assistance, such as medical resources or social-policy resources, parents can actively cooperate and provide relevant information required for various evaluations.

## Announcement of inclusion policy

Our IBMYP inclusive policy will be announced inside and outside the school, and the annual revised version will also be announced on the website of BJEJH.

## Publication reference

Ministry of Education (2020). Reference manual for school guidance in national middle schools (2nd ed.). Taipei City: Ministry of Education.