

Brown International Inclusion Policy

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Philosophy

All learners have a variety of cultural experiences and unique needs which we embrace when helping them to meet and exceed their full potential. These needs include academic, social, emotional, and physical. To provide access to the IB Primary Years Program at Brown, a range of stakeholders apply approaches and differentiated systems that build on individual strengths, varied learning styles, and address needs including those identified or yet to be identified (ELA, special education and gifted and talented). By recognizing the diversity of our collective learning community, we support the development of internationally-minded people.

Purpose of the policy:

Our Inclusion Policy guides our practice:

- To maintain access to the Primary Years Program for all students
- To build capacity of each stakeholder to meet the needs of the whole child
- To define the roles and shared responsibilities of stakeholders
- To define the structures and systems needed to support all students

Stakeholder Role Description/Responsibilities

Stakeholder Groups	Role Description/Responsibilities
Classroom Teachers	Design, implement, and assess the educational and social-emotional programs for learners, in consultation and collaboration with all stakeholders groups.
Paraprofessionals	Collaborate with teachers and support staff to provide additional support for students.
Intervention Teachers	Collaborate with stakeholders to design, implement and assess learner achievement. Participate as integral contributors in student support plans.
Mental Health Team	Mental health staff provide evaluation, consultation, and counseling services for students with social, emotional, behavioral and mental health needs, and collaborate with all stakeholders to provide tools that allow students to access the IB PYP.
Special Education Team	Develop and support the implementation of IEPs, collaborating with stakeholders, to provide inclusion practices ranging from center based program, specialized instruction in small groups outside the general education classroom to supporting in the general education classroom.
Administration	Creates systems and schedules to support varied learning needs; supports and evaluates the implementation of curriculum and instruction for the whole child; responsible for hiring and supervision of staff, collaborates with various stakeholders to develop learning plans.
Parents/Guardians	Play a vital role in the education of their child and are involved as

	partners in the planning, development, and implementation of learning plans. The collaborative input of parents is respected and encouraged.
Students	Students are encouraged to be agentic in their learning through goal setting, knowing their needs in order to self-advocate, and reflecting on their progress toward goals.

Differentiation

At Brown International, all students receive instruction that enables them to succeed within the range of their abilities and interests. Differentiation is seen as the process of identifying with each learner the most effective strategies for achieving agreed goals. This is achieved through:

- the use of pre-assessments and formative assessments to determine students' strengths and areas to focus targeted instruction
- utilizing dynamic groupings within classrooms
- providing open-ended learning engagements
- providing student choice
- utilizing a range of scaffolds and resources (such as graphic organizers, enrichment packets, choice menus, and online reading/math programs)
- using student interests to leverage learning

The MTSS Process

A Multi-Tiered System of Supports is a whole-school, data-driven, prevention-based framework for improving learning outcomes for every student through a layered continuum of evidence-based practices and systems.

Essential Components

In Colorado, the essential components of an MTSS framework represent the integration of evidence-based educational reform initiatives, Response to Intervention (RI) and Positive Behavioral Interventions and Supports (PBIS).

The MTSS Essential Components are:

- Shared Leadership
- Data-Based Problem Solving and Decision Making
- Layered Continuum of Supports
- Evidence-Based Instruction, Intervention, and Assessment Practices

- Universal Screening and Progress Monitoring
- Family, School, and Community Partnership

The MTSS process and Special Education services:

The Multi-Tiered System of Support (MTSS) is used to identify and provide service for students who need academic or behavioral support in order to access the grade-level curriculum. Teachers and/or parents shall refer students who are struggling to meet the grade-level expectations. Once referred, the team will create and implement an intervention plan that will address the student's needs and rely on the student's strengths. Teachers will implement the plan with fidelity for a 6-week session. Data will be collected to determine the efficacy of the plan. If the student is provided with appropriate interventions and shows positive academic growth, the intervention plan will continue and the team will reassess as needed with the growth of the student. If little to no growth is shown, then the team will reassess and alter the intervention plan. Once three sessions of 6-week interventions have proven to be unsuccessful, the student will be referred to the Special Education Team for formal special education evaluation. Evaluations and assessments will be determined based on the areas of concern and student's needs, which can include, academic, health, OT/PT, speech-language, behavioral and/or social-emotional.

Students who qualify for special education services will receive an Individual Education Plan (IEP) that will address annual goals, accommodation, modifications, and service time in order to bridge the achievement gap that exists for the student and his/her peers. Students may receive daily, weekly or monthly special education services from the special education service providers according to the IEP. The student's academic deficits will be addressed with a research-based curriculum in reading, writing, and/or math using a pull-out and/or push-in model. The team will provide service with consideration to meet the needs of the student in the least restrictive environment. The special education team collaborates with classroom teachers to ensure appropriate accommodation and modifications are implemented in the classroom so a student has access to the grade-level curriculum. For push-in services, special education teachers and general education teachers will collaborate and use a co-teach model in a method that will best serve the student's needs.

504 Plan Support:

Section 504 is a federal civil rights law that ensures students with disabilities are afforded an "equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement" as an average peer. If a child is suspected of having a disability, the Section 504 team will conduct an evaluation and then convene to determine eligibility. If the student is found to be eligible, the Section 504 team would determine the student's placement, services, modifications, and accommodations, to help mitigate the barriers caused by the impairment(s).

Gifted and Talented (GT) Support:

Gifted children are defined by Denver Public Schools as those persons between the ages of five and twenty-one whose abilities, talents, and potential for accomplishment are so outstanding that they require special provisions to meet their educational needs. Gifted students include students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socio-economic and ethnic, cultural populations. In order to ensure equitable identification, universal Gifted and Talented screening occurs at the Kindergarten and Second grade throughout the district at the each DPS school. Parents and Guardians can nominate their child for HGT testing each fall through the Central GT office if they're interested in their child attending a Highly Gifted and Talented Magnet School. Please refer to the DPS Gifted and Talented website for more information. Gifted and Talented programming at Brown International Academy includes a combination of enrichment, differentiation strategies, push-in, pull-out, and small group instruction, professional development, and a Gifted and Talented coordinator to serve as a resource and support to teachers and parents.

Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:

- General intellectual ability
- Specific academic aptitude
- Creative/productive thinking
- Leadership and human relations skills
- Visual and performing arts identification

Students can be identified in multiple academic areas or areas of giftedness. To be identified as gifted, a student needs at least three qualifying indicators:

- Quantitative Achievement demonstrated over 2 consecutive years (PARCC test results)
- Quantitative Intellectual (CogAt results)
- Qualitative Behavior Characteristics (SIGS or GATES results)*
- Qualitative Demonstrative Performance Tasks*

* Qualitative indicators are only used if the student has at least one qualifying indicator (score 95% or above) and one borderline indicator (score 90%-94%) from the quantitative categories

Once a student is identified as GT:

- a student GT profile sheet is generated
- parents are notified
- an Advanced Learning Plan (ALP) is created with targeted goals to meet the students' specific academic and affective needs in a collaborative process between students, parents, and teachers
- the ALP is reviewed annually

Support MLL students

For more information about supporting the Language needs of our students, please see the Brown Language Policy

https://docs.google.com/document/d/17nScpsqK0kLK4A9NhK3OoH_HWf1iP3Dqfm9_rOT13ls/edit?usp=sharing

All parents complete a home language questionnaire and if a language other than English is spoken in the home, a parent permission form for MLE is submitted. The form gives parents the option to choose Multilingual Education support services or to waive services.

Students who have an additional language to English spoken in the home are eligible to receive a minimum of 45 minutes of daily *Multilingual Education (MLE)* per court-ordered mandate. English Language teachers use a variety of methods to meet the needs of all English Language Learners (MLLs). In addition, all teachers school wide are trained in Sheltered Instruction Observation Protocol (SIOP) and MLE best practices. Students are pulled out by MLE teachers to work in small groups and/or MLE support is integrated within the regular classroom setting depending on students' needs. Language is taught through content embedded into the IB units of inquiry and the dedicated MLE Curriculum, EL Achieve.

Affirming the Whole Child

We provide a variety of opportunities to affirm and support the diverse affective needs of students:

- Mind Up: "This research-based curriculum features 15 lessons that use the latest information about the brain to dramatically improve behavior and learning for all students."
- Each PYP unit of inquiry have two Learner Profile traits identified that are focused on throughout the unit
- Student-led conferences transfer ownership of learning, accomplishments, and goal setting to students
- Classwide Interventions utilizing Second Step and Mindfulness Curriculum
- Morning Meetings using the Responsive Classroom model
- Peer Support Groups designed to address targeted social/emotional issues: including SENG (social emotional needs for the gifted) groups
- Individual sand tray therapy sessions
- PYP Buddies
- Check in and Check out
- Multiple opportunities for service learning opportunities via the units of inquiry

Support for Parents

Parents may request to have their child referred to the MTSS. The team will meet with parents to provide/brainstorm ideas and interventions for the parents to try at home, as well as interventions the child's classroom teacher may implement. Follow-up meetings are scheduled as needed.

We provide multiple opportunities for parents to learn about school support for students.

These include:

- Parent nights (for example, Back to School Night, new parent IB night, family literacy nights)
- Parent Groups: (PTO, BPAC)
- School and classroom newsletters
- Parent-teacher conferences
- Meetings with school support staff and/or administrators as requested

Recommendations for the Future

- Continue to build capacity amongst the staff around differentiation in order to meet grade level standards
- Continue to refine behavior strategies and structures to keep students in class and engaged
- Continue to expand the Check in/Check out system to include other available staff
- Regular scheduled time for Specialists to meet with classroom teachers
- Continue to develop the LP attributes within the units of inquiry to support affective needs
- Broaden use of Second Steps curriculum to school wide implementation.
- Continue using morning meetings to create a safe space and honoring students' background so that the classroom feels like a safe space that belongs to them.

Inclusion Policy Review

The Brown International Inclusion Policy is reviewed every two years or earlier as needed. When changes to the policy are implemented, the new policy will be distributed to the entire staff for perusal and discussion. Once the revisions to the policy have been accepted, it will be distributed to the entire staff. The IB Coordinator will ensure electronic posting of the policy on the school website. It will also be included in the Staff Handbook, which is distributed at the beginning of each school year.

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