



## **Inclusion Policy**

Updated January 2021

### **Philosophy**

"Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers." Both Brown Academy of International Studies and Basic Academy of International Studies strive to support a diverse student body of learners through developing a culture of collaboration, mutual respect, support and problem solving involving the whole school community. Providing opportunities to our diverse learners is the responsibility of all stakeholders in our school community, including leadership, teachers, students and parents. Whether it be through teaching and learning strategies, resources, or collaboration with experts and parents, all students are supported throughout the International Baccalaureate (IB) as individual learners. In accordance with the mission statement, both Brown Academy of International Studies and Basic Academy of International Studies are committed to creating and maintaining an inclusive environment where all students can become active, responsible global citizens and life-long learners.

### **Instructional Practices**

Brown Academy of International Studies and Basic Academy of International Studies both adhere to the special education practices outlined in the Individuals with Disabilities Education Act (IDEA, 2004) and the Nevada Administrative Codes (NAC).

#### **Individuals with Disabilities Education Act**

The Individuals with Disabilities Education Act (IDEA) of 2004 is a federally mandated law that ensures all students with disabilities receive a free and appropriate public education in the least restrictive environment. This includes access to services and supports required to meet all educational needs.

#### **Nevada Administrative Codes**

The Nevada Administrative Codes (NAC) are regulations that the State of Nevada has implemented to ensure students with disabilities have access to a free and appropriate public education.

### **Overview of CCSD Policy for Special Needs Students**

Service delivery for students on an Individualized Education Plan (IEP) is based on needs and is not driven solely by disability category. Students are placed in the least restrictive environment that will provide educational benefit. This is mandated in IDEA and NAC. Special education teachers have the knowledge and expertise to assist classroom teachers with accommodations and/or modifications that may be needed for individual students.

### **Identification**

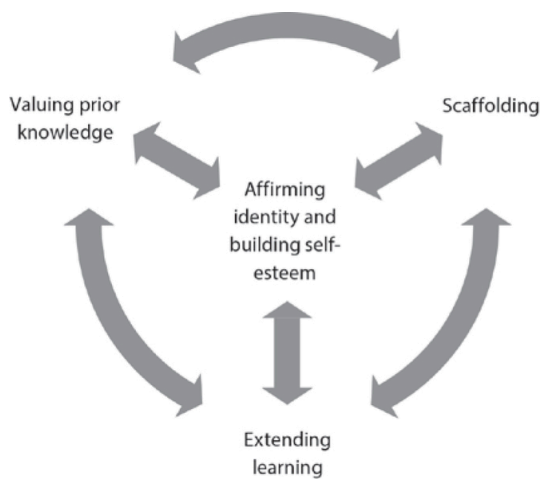
Students can be referred for special education services by parents, teachers, or they may self-identify. Once a student is identified and found eligible for special education services, a multi-disciplinary team is created consisting of (but not limited to) the student, parents, teaching staff and a special education liaison. This multi-disciplinary team will determine the appropriate services and support for the student and will develop an IEP. All teachers and staff members with an educational responsibility for the student will be provided a copy of the IEP at the start of the school year and at any time revisions to the IEP take place. All relevant teaching staff will collaborate throughout the year to ensure the needs of the student are being met in all educational settings.

Similarly, CCSD offers services for students identified as highly gifted. The referral process can be initiated by parents or teachers, and the student evaluation process is ongoing throughout their schooling. CCSD provides a Gifted and Talented Education (GATE) program for students in grades K – 5, or students can be evaluated for the Highly Gifted Program that provides services and support for students in grades K – 12. Status in these programs is determined using the General Ability Index that measures verbal, comprehension, visual, spatial and fluid reasoning.

### **Four Principles of Inclusion**

The IB document *Learning Diversity and Inclusion in the IB Programmes* (2016), has identified four principles of teaching and practice that promote equal access to the curriculum for all learners across the continuum of IB

learning. This includes students from diverse backgrounds and abilities. While these principles are valuable to all students, they are imperative for students with diverse academic needs.



**Affirming Identity and Building Self-esteem:** The school community will work together to ensure that all students are visible and valued by affirming their developing sense of identity and building their self-esteem. Students with a firm sense of identity are more confident in taking the necessary risks that lead to successful learning and developing the characteristics identified in the IB learner profile.

**Valuing Prior Knowledge:** Teachers will recognize that there may be gaps or overlaps in learning and meaningfully access existing knowledge and prior understanding to promote new learning. Teachers will use this assessment of prior knowledge to design, shape and differentiate their unit of study to reach all students.

**Scaffolding:** Teachers will incorporate smaller steps in their learning processes so that students can work towards mastery while receiving constructive feedback at all stages. Scaffolds such as pre-teaching, demonstrations, experiential learning, chunking information, visual aids and graphic organizers can be utilized so that prompts are diminished over time and independence is fostered.

**Extended Learning:** Teachers and the school community will extend learning by creating opportunities that enable every student to develop, pursue and achieve their learning goals by:

- creating a welcoming environment that is inclusive and celebrates diversity.
- maintaining high expectations that are realistic to each student individually.
- listening to students and involving them in making decisions in their learning.
- providing students opportunities to develop the IB Learner Profile Traits and reflect on their own learning.
- usefully employing different technologies that support the curriculum and individual learners.
- creating a culture of collaboration, mutual respect, support, and problem solving that account for the voices of all learners and those that support them.
- thoughtfully designing and teaching the IB Approaches to Learning skills so that all students can learn how to learn.
- creating assessments that are flexible, diverse and relevant to each learner.

### Diploma- and Career-Related Programmes

For students with special learning and/or testing accommodations, the school must submit a request for end-level exams modification to the IB Organization, along with evidentiary documentation. The IBO retains the right to accept or reject the modification to their end-level examinations.

### Conclusion

Brown Academy of International Studies and Basic Academy of International Studies are committed to meeting the needs of all students. We strive to create an inclusive community that supports the diversity of all learners. Our students are nurtured, supported and challenged to take control of their own education as they become lifelong learners.

### References

*Learning Diversity and Inclusion in IB Programmes.* Publication. Cardiff: International Baccalaureate Organization, 2016 [https://resources.ibo.org/ib/works/edu\\_11162-38434?lang=en](https://resources.ibo.org/ib/works/edu_11162-38434?lang=en)

*Meeting Student Learning Diversity in the Classroom.* Publication. Cardiff: International Baccalaureate Organization, 2013 [https://resources.ibo.org/ib/works/edu\\_11162-412405?lang=en](https://resources.ibo.org/ib/works/edu_11162-412405?lang=en)

*Inclusion Policy: Walter Johnson JHS and Spring HS.* Policy. Las Vegas, NV. 2021 <https://www.springvalleyhs.com/policies-guidelines>