

Portage Path Community Learning Center Inclusion Policy

Philosophy:

The following mission statements guide our assessment policy philosophy:

IBO 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.

(Making the PYP Happen: A curriculum framework for international primary education, revised December, 2009)

Portage Path CLC Mission Statement:

The mission of Portage Path CLC is to empower students to become inquiring, compassionate, lifelong learners who demonstrate respect for all people and take action to create a more peaceful world.

Akron Public Schools: Vision of Excellence through Equity

Our staff acknowledges and welcomes all students regardless of race, socioeconomic status, culture, religion, background, or cognitive/physical abilities. Staff members employ differentiated instructional strategies and a model of inclusion to provide an environment designed to develop a student's academic potential as evidenced in the demonstration of learning and teaching.

We Believe:

- Equity is necessary to promote the success of all students.
- All individuals deserve to be treated with respect: to be heard, included and valued.
- All individuals should feel safe, and have a sense of belonging and trust.
- The rights of all children, staff, and families should be upheld and honored.
- Our differences should be celebrated.
- All children can learn.
- Special education is a service, not a place.
- A full continuum of services best supports the needs of children and families
 - Counseling, EL support, support for homeless/transient families, gifted education services, tutoring as well as many other services are provided by Akron Public Schools

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- An alignment must be created between a student's individual needs and educational services.
- Assessment should give feedback and guidelines for future development, which may be unique for each child.
- Every child participates in and is encouraged to grow in all aspects of the Primary Years Programme.
- It takes an entire community to support a child.
- All students need to be challenged.
 - We follow Ohio State standards for identifying and serving gifted students; however, our programming is open to all students at Portage Path CLC through the use of the IB framework.

Additional Akron Public School Board Policies Related to Inclusion:

NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

SECTION 504/ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY

Equity Policy

WORKING DEFINITIONS FOR DIVERSITY, EQUITY, INCLUSION AND EXCELLENCE IN EDUCATION

Racial Equity Policy

Title IX

Title IX is a federal law enacted in 1972 that bans sex discrimination in schools, whether it is in curricular, extra-curricular, or athletic activities. Akron Public Schools complies with the law and provides training for teachers to ensure the law is protected and followed.

IDEA

Individuals with Disabilities Education Act (IDEA), a federal law enacted in 1990 and renewed in 1997, guides the educational process of students with disabilities. The rights of students with disabilities are protected by IDEA and Akron Public Schools complies with the law in granting access to students with disabilities, providing services and accountability through district-established procedures including the Identification/Referral Process and the writing of Individualized Education Plans

Rights and Steps to take to Ensure those Rights

[“A Guide to Parent Rights in Special Education”](#) found on Ohio’s Department of Education’s website gives good information detailing special education rights for parents and their children.

Should any member of our school community feel they are not being supported or treated with the dignity they deserve, they are encouraged to talk with the school principal to discuss solutions and next steps.

Resources used to inform this policy:

- Ohio Department of Education:
 - <https://education.ohio.gov/Topics/Special-Education>
 - <https://education.ohio.gov/About/Ohio-Department-of-Education-Compliance> (Title IX)
 - <https://education.ohio.gov/Topics/Equity-in-Education>
 - <https://education.ohio.gov/Topics/Special-Education/A-Guide-to-Parent-Rights-in-Special-Education>
- IB Standards and Practices
 - **Culture 1: The school secures access to an IB education for the broadest possible range of students.**
 - **Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)**
 - Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)
 - Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)
 - Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)
 - **Student Support 3: The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)**
 - **The school promotes open communication based on understanding and respect. (0202-03-0400)**
- Akron Public Schools School Board Docs