



# INCLUSION POLICY

September 2015

## ISA Mission Statement:

It is our mission to create a welcoming school environment where open-mindedness and respect are fostered. Here learners are challenged and supported to achieve their unique potential and to become confident, caring citizens of the world.

## ISA Philosophy:

The International School Augsburg is committed to creating and maintaining a collaborative community in which learners can discover and develop their talents and fulfil their individual potential.

We provide a balanced, intellectually challenging programme which fosters in students the skills, knowledge and attitudes that enable them to be successful in school and in life.

We value the diversity of cultures within our school and our links to the local and global community. We recognise and accept our responsibility to promote intercultural understanding and to contribute to a sustainable, peaceful world.

## Purpose:

- To share our beliefs about learning, our understanding of inclusion and our commitment to the IB philosophy and programmes
- To outline the referral process and to explain the learning support provisions, including curriculum modification, classroom accommodations and assessment access arrangements available to ISA students

## Our Beliefs about Learning:

At ISA, we define learning as *a dynamic personal process of making connections to prior knowledge and developing skills, understanding and attitudes which enable us to construct meaning and make sense of our world*. We believe that students are most successful in an environment where they feel safe and valued and where they are able to enjoy positive relationships with teachers. As learning is a personal process, students develop skills and understands at varying rates and learning should account for differentiation and allow students opportunities to reflect on their learning and their own learning styles.

## Our Understanding of Inclusion:

At ISA, we seek to enrol students who will thrive in our learning environment and who will benefit from our programme and we believe it is our responsibility to support each student in reaching his or her own potential and to support all students in accessing our programmes.

### Our Commitment to the IB Programmes and Philosophy:

In our teaching and learning, in our work and in all our interactions as members of the ISA community, we strive to realise the attributes of the IB Learner Profile. At ISA, we strive to

- be principled and confident, to take risks and meet new challengers,
- model inquiry in all aspects of school life in order to promote critical thinking and develop greater knowledge,
- respect and appreciate individual and cultural differences with an open mind,
- reflect with integrity on professional roles in order to develop excellent practice,
- be effective and receptive communicators,
- be caring and empathetic toward ourselves others and the environment.

### Individualized Learning Support Aims and Objectives:

Through our Individualized Learning Support program, we seek to raise staff awareness of learning difficulties, as well as develop meaningful links between the school, the community, and the families of our students. In addition, we strive to accomplish the following:

1. We are committed to differentiation in every classroom so that all students are able to reach their potential.
2. The admissions process aims to assess student needs prior to admission to ensure that the school has the resources to support these needs and that the student can benefit from the programme.
3. Although some children may have language related needs which can sometimes make diagnosis of learning difficult, and Individualized Learning Support may include support in language learning, in general it is not to be confused with EAL support.
4. We believe that through perseverance and grit, all students can be successful and we encourage our teachers, parents, and students to embrace a growth mindset.
5. Additional support outside of the classroom may be used to
  - a. ensure that all students have access to the curriculum,
  - b. complement the work of the classroom teacher,
  - c. support the development of study skills that prepare students for life-long learning,
  - d. develop the student's sense of ownership over his or her learning,
  - e. build and maintain self-esteem,
  - f. provide individualized support on the short-term or long-term basis.

### Overview of Process:

We are continuing to develop procedures for identifying students with learning difficulties, communicating with their parents and teachers, and implementing an individualized programme based on the students' learning needs and styles.

### Communication of Inclusion Policy:

The inclusion policy will be introduced to the ISA community through multiple pathways including staff meetings, parent meetings and grade level meetings. New staff will be familiarised with the document during orientation week.

### School Responsibilities:

ISA provides support for its students with learning and/or special educational needs through adjustments to learning and assessment arrangements. ISA supports its teachers through professional learning. Four principles of good practices – affirming identity and self-esteem, valuing prior knowledge, scaffolding and extending learning – are articulated and embedded in school practice.

### Teacher Responsibilities:

Teachers at ISA engage in collaborative planning and reflection to ensure differentiation for students' individual learning needs and styles. They communicate concerns with the appropriate coordinator to begin the referral process for the Individualized Learning Support program and then use feedback and recommendations from the Individualized Learning Support team when preparing lessons, activities and assessments.

### Parent Responsibilities:

Parents at ISA are open with the school about their child's learning needs. They show a willingness to communicate and to collaborate with their child's teachers. They also remain open-minded when considering the school's recommendations and actively supportive of the school's efforts to support their child.

### Student Responsibilities:

Students at ISA value the IB learner profile and strive to embody each of the ten learner attributes. They take responsibility for their learning and work to develop the necessary skills in each of the Approaches to Learning clusters. Additionally, students strive to meet and overcome challenges through adopting a growth mindset, sustained effort, "grit".

### Diploma Programme:

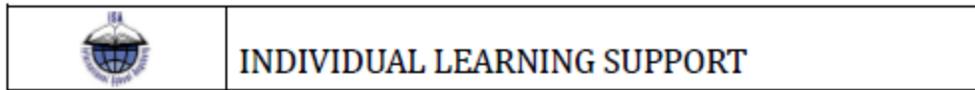
In addition to the aforementioned program, students with special learning needs within the Diploma Programme receive accommodations. If deemed appropriate after consulting with the student and parents, the school will apply for suitable assessment access arrangements for these students.

### Works Cited:

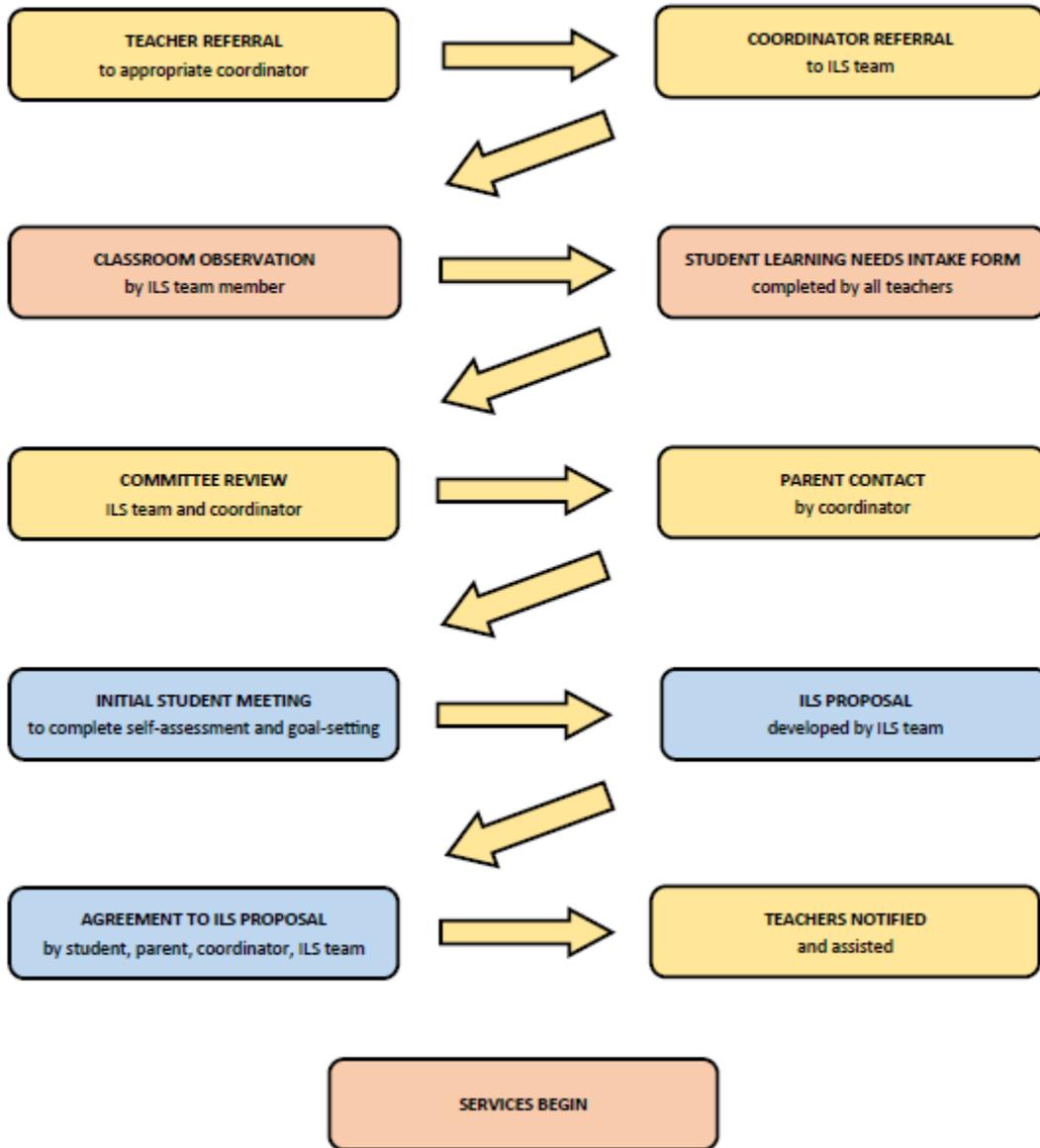
International Baccalaureate Organization. *Diploma Programme: Candidates with assessment access requirements*. Cardiff: International Baccalaureate Organization (UK) Ltd, 2014. PDF file.

International School Augsburg. *Whole School Learning Enrichment Policy*. Augsburg: International School Augsburg, 2012. Microsoft Word file.

Appendix 1: Student Referral Process



Student Referral Process



Appendix 2: Classroom Observation Form

	<b>INDIVIDUAL LEARNING SUPPORT</b>
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**Classroom Observation Form**

**Student:** \_\_\_\_\_ **Homeroom:** \_\_\_\_\_ **DOB (Age):** \_\_\_\_\_

**Observation #:** \_\_\_\_ **Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_ **Subject:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_

**Learning Environment:** # of adults: \_\_\_\_\_ # of students: \_\_\_\_\_  
 Regular classroom     Specialty classroom (specify: \_\_\_\_\_)     Outdoors

**Type of Instruction:**  
 Whole class     Small group     Individual     Independent Work

**Physical Environment:**

<i>Lighting</i>	<input type="checkbox"/> Bright	<input type="checkbox"/> Adequate	<input type="checkbox"/> Dim
<i>Seating Arrangement</i>	<input type="checkbox"/> Rows	<input type="checkbox"/> Clusters	<input type="checkbox"/> Other (specify: _____)
<i>Student Placement</i>	<input type="checkbox"/> Middle/back	<input type="checkbox"/> Front	<input type="checkbox"/> Separated
<i>Temperature</i>	<input type="checkbox"/> Hot	<input type="checkbox"/> Comfortable	<input type="checkbox"/> Cold
<i>Noise Level</i>	<input type="checkbox"/> Noisy	<input type="checkbox"/> Moderate	<input type="checkbox"/> Quiet

**Observed Behaviours:**

**Additional Notes:**

<i>Academic Learning Behaviours</i>	Weakness	Age Appropriate	Strength
Skills related to the academic task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seems prepared and organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pays attention to instruction and tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Begins tasks promptly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follows directions/instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works willingly and without frustration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributes constructively to class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds appropriately to correction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responds appropriately to praise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Social Behaviours</i>	Weakness	Age Appropriate	Strength
Friendly and respectful toward adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friendly and respectful toward peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respects others' safety and personal space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>General Behaviour and Conduct</i>	Weakness	Age Appropriate	Strength
Stays in seat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaks out of turn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disrupts classmates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demands teacher's attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easily distracted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Printed Name:** \_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

	<b>INDIVIDUAL LEARNING SUPPORT</b>
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### Student Learning Needs Intake Form

Student Name: \_\_\_\_\_ Class: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Please complete the highlighted sections. There is space to write additional comments at the end.

#### EAL

The student struggles to understand verbal language.  yes  no

If yes, with what frequency?  >25%  25-49%  50-75%  <75%

The student struggles to understand written language.  yes  no

If yes, with what frequency?  >25%  25-49%  50-75%  <75%

The student struggles to communicate verbally.  yes  no

If yes, with what frequency?  >25%  25-49%  50-75%  <75%

The student struggles to communicate through writing.  yes  no

If yes, with what frequency?  >25%  25-49%  50-75%  <75%

#### Organization

The student struggles to keep track of deadline or schedules.  yes  no

If yes, with what frequency?  >25%  25-49%  50-75%  <75%

The student struggles to keep a notebook or binder in an appropriate order.  yes  no

If yes, with what frequency?  >25%  25-49%  50-75%  <75%

The student struggles to keep track of school work.  yes  no

If yes, with what frequency?  >25%  25-49%  50-75%  <75%

The student struggles to keep track of personal belongings.  yes  no

If yes, with what frequency?  >25%  25-49%  50-75%  <75%

### Time Management

The student completes work too easily or without effort.  yes  no

If yes, with what frequency?  >25%  25-49%  50-75%  <75%

The student does not finish tasks in the allotted time.  yes  no

If yes, with what frequency?  >25%  25-49%  50-75%  <75%

The student does not plan or follow a schedule for completing major tasks.  yes  no

If yes, with what frequency?  >25%  25-49%  50-75%  <75%

The student does not finish tasks with higher priority first.  yes  no

If yes, with what frequency?  >25%  25-49%  50-75%  <75%

### Study Skills

The student does not take adequate or appropriate notes in class.  yes  no

If yes, with what frequency?  >25%  25-49%  50-75%  <75%

The student does not seem to be proficient with various study strategies.  yes  no

If yes, with what frequency?  >25%  25-49%  50-75%  <75%

The student does not seem to know which study strategies work best for him or her.  yes  no

If yes, with what frequency?  >25%  25-49%  50-75%  <75%

The student does not seem to know which study strategy to use for a particular task.  yes  no

If yes, with what frequency?  >25%  25-49%  50-75%  <75%

### Attention

The student struggles to focus on procedural instructions.  yes  no

If yes, with what frequency?  >25%  25-49%  50-75%  <75%

The student struggles to focus on whole class instruction for an appropriate length of time.  yes  no

If yes, with what frequency?  >25%  25-49%  50-75%  <75%

The student struggles to focus on group work for an appropriate length of time.  yes  no

If yes, with what frequency?  >25%  25-49%  50-75%  <75%

The student struggles to focus on individual work for an appropriate length of time.  yes  no

If yes, with what frequency?  >25%  25-49%  50-75%  <75%

### Behavior

The student struggles to understand the boundaries between appropriate and inappropriate behavior.  yes  no

If yes, with what frequency?  >25%  25-49%  50-75%  <75%

The student struggles to make appropriate choices during times of stress or frustration.  yes  no

If yes, with what frequency?  >25%  25-49%  50-75%  <75%

The student struggles to control impulsive behaviors (calling out, getting up, etc.).  yes  no

If yes, with what frequency?  >25%  25-49%  50-75%  <75%

The student struggles to take responsibility for his or her choices.  yes  no

If yes, with what frequency?  >25%  25-49%  50-75%  <75%

The student struggles to socialize with peers at an age-appropriate level.  yes  no

If yes, with what frequency?  >25%  25-49%  50-75%  <75%

The student struggles to interact with adults or other authority figures appropriately.  yes  no

If yes, with what frequency?  >25%  25-49%  50-75%  <75%

### Learning

The student struggles to understand basic procedural directions.  yes  no

If yes, with what frequency?  >25%  25-49%  50-75%  <75%

The student struggles to understand complex procedural directions.  yes  no

If yes, with what frequency?  >25%  25-49%  50-75%  <75%

The student struggles to understand content-based material.  yes  no

If yes, with what frequency?  >25%  25-49%  50-75%  <75%

The student struggles to pick up on new concepts in an age-appropriate time frame.  yes  no

If yes, with what frequency?  >25%  25-49%  50-75%  <75%

The student struggles to use critical thinking or problem-solving efficiently.  yes  no

If yes, with what frequency?  >25%  25-49%  50-75%  <75%

The student struggles to communicate thoughts effectively through verbal language.  yes  no

If yes, with what frequency?  >25%  25-49%  50-75%  <75%

The student struggles to communicate thoughts effectively through written language.  yes  no

If yes, with what frequency?  >25%  25-49%  50-75%  <75%



Appendix 4: Individual Learning Support Cycle

	<b>INDIVIDUAL LEARNING SUPPORT</b>
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Support Cycle

