



## **AIES Inclusion Policy**

*Reviewed October 2022*

### **Academy District 20 Mission**

We educate and inspire students to thrive.

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### **Academy District 20 Values**

#### ***We believe people are the heart of our success.***

We aspire to practice meaningful inclusion, honor diversity, and develop a sense of belonging throughout our school community.

#### ***We believe relationships matter.***

We aspire to nurture relationships rooted in honesty, integrity, equity, and transparency to drive continued growth and positive change.

#### ***We believe in quality education***

We aspire to teach and learn in ways that value the growth of all students, engaging them to demonstrate excellence as we respect their individual journeys.

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### **Academy International Mission**

Academy International Elementary, an International Baccalaureate, English and French language school, equips students of all abilities in a safe and nurturing environment to achieve their unique potential while becoming responsible global citizens.

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### **District-wide Inclusion Philosophy**

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving.” (*The IB guide to inclusive education: a resource for whole school development*, 2019:1).

Utilizing the IB Standards and Practices (A9, B1:5, B2:8, C1:6, C3:10) and the beliefs set forth in our mission statements, Academy District 20 IB PYP schools strive to support a diverse student body of learners. Whether it be through teaching and learning strategies, resources, or collaboration with experts and parents, our students are supported throughout their IB program. All students should have access to an appropriate education to be a lifelong learner and contributing citizen to their communities.

### **IB Learner Profile**

The IB states, “Inclusion is the learner profile in action.” The ten attributes of the IB Learner Profile help shape our Inclusion Policy “so that all students, including those with learning support requirements, are equipped to exercise their rights and accept their responsibilities as citizens in mainstream social life

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(*The IB guide to inclusive education: a resource for whole school development*, 2019:1).” The Learner Profile empowers students to become balanced, caring, communicators, inquirers, knowledgeable, open minded, principled, reflective, risk takers, and thinkers. The AIES school community will actively integrate opportunities to recognize and foster student learner profile traits throughout the school day as well as in home and community life.

### **Local Legislation and Policy**

AIES follows all federal, state, and district legislation and policies for ensuring a fair and equitable education for students of all abilities and backgrounds, including:

- Civil Rights Act of 1964
- Every Student Succeeds Act (ESSA)
- Americans with Disabilities Act 1990 (ADA)
- Individuals with Disabilities Education Act (IDEA)
- Exceptional Children’s Education Act (ECEA)
- English Language Proficiency Act (ELPA)

### **Operationalizing Inclusion at AIES**

The IB has identified four principles of good practice “for promoting equal access to the curriculum for all learners [as]: affirming identity and building self-esteem, valuing prior knowledge, scaffolding and extending learning.” (*The IB guide to inclusive education: a resource for whole school development*, 2019:2). To meet the varied needs of our diverse learners we will:

- Promote an affirmative, responsive environment supportive of every student’s academic, social, and emotional growth; every educator is an educator of *all* students (Learning diversity and inclusion in IB programmes, 2020:10)
- Recognize the varied strengths, diverse backgrounds, and prior knowledge of individual students as a rich resource for a dynamic community
- Provide the least restrictive environment allowing for differentiated, inclusive opportunities for varied learners; this differentiation should be visible and transparent
- Increase access and engagement in learning for students by identifying and minimizing barriers
- Provide training opportunities and support for staff that allow students to flourish in mainstream education, while keeping in mind that specialized support may be most appropriate
- Communicate student needs, progress, goals, and data with all stakeholders, as necessary. The term “stakeholders” may apply to parents/guardians, teachers, staff, support personnel, administrators, and students.

### **Scaffolded Levels of Service**

In addition to supporting the IB principles of inclusion, AIES aligns its practices with district and state mandates and guidance for differentiation in regular classrooms as well as targeted supports identified through its Multi-Tiered Systems and Support (MTSS) and Talented and Gifted process.

- We will provide differentiated instruction and opportunities for students to produce varied knowledge products in support of student strengths and interests, including IB inquiry-based

products that demonstrate understanding, agency, and creativity and culminate in the 5<sup>th</sup> grade exhibition.

- We will provide accommodations for students during instruction and assessments, as needed.
- To best meet academic and social/emotional needs, students may be flexibly grouped with direct service pull-outs, consultation within the classroom, or push-in support.
- Students with special needs may require extra support personnel or materials.
- District and state mandated assessments and qualifications, as well as the Multi-Tiered Systems of Support (MTSS) process, are used for progress monitoring, determining intervention needs, and providing interventions.
- Student support plans are developed and used by staff to meet student needs.
- School interventions and learning support procedures are documented in Infinite Campus.

#### Additional Support Services:

- Literacy differentiation
- Math intervention
- English Language Learner support
- Counseling services and 504s
- SEL programs-RULER
- Assistive technology
- Speech and language support
- Occupational and physical therapy
- Psychologist and social worker
- Food programs for students

#### ***Student Identification for Additional Support and Procedures***

English Language Support. Academy International is an ESL magnet site and a full-service ESL provider. As English is the language used for literacy instruction, a need may arise for some students to have ESL support. ESL students are identified by the district and supported by the ESL teacher, as directed by each student's English Language Plan. See the Language Policy for more information.

Academic and Behavior. AIES follows the Colorado Department of Education guidelines for the development and effective implementation of multi-tiered frameworks (MTSS) to improve all other academic and behavioral outcomes of all students (CDE, 2022). All students are served under Tier 1 academic and behavioral supports within classrooms. Students who are identified as below benchmark indicators, failing to grow at a rate that allows students to keep pace with end of year outcomes, or have behavior concerns that do not respond to typical remediation, become Tier 2 with appropriate intervention adjustments and progress monitoring. Students become Tier 3 when requiring more intensive intervention.

Student Plans. Teachers are supported in the creation of interventions for academics and behaviors from the MTSS coordinators, instructional specialists, school counselor, social worker and school psychologist along-side the special education team. Individual Educational Plans (IEP) are written to ensure students are working on specific goals to help them close the gap with their peers in academic areas. The IEP plan specifies accommodations and modifications that are needed by each child. In addition, students who are significantly exceeding grade level expectations will receive Tier II and III



enrichment and talented and gifted (TAG) interventions guided by the Colorado Department of Education: 2220-R-12.00.

### **Policy Review**

This policy will be reviewed annually by the Pedagogical Leadership Team to identify areas of alignment and non-alignment. Areas identified for further development may be added to an Action Plan with a review cycle and process of evaluation. All policies are accessible to our stakeholders on our AIES website.

### **Works Consulted/Cited**

Academy District 20. (2022). ASD20 BoardDocs. <https://go.boarddocs.com/co/asd20/Board.nsf/Public>

Colorado Department of Education. (2022). Colorado Multi-Tiered System of Supports (COMTSS). <https://www.cde.state.co.us/mtss>

Colorado Department of Education. (2022). Office of Culturally and Linguistically Diverse Education. [https://www.cde.state.co.us/cde\\_english](https://www.cde.state.co.us/cde_english)

Discovery Canyon Campus. (2021). IB Inclusion Policy. <https://dccelementary.asd20.org/international-baccalaureate/>

IBO. (2020). Learning diversity and inclusion in IB programmes: Removing barriers to learning. International Baccalaureate Organization

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Rockrimmon Elementary School. (2021). Rockrimmon Elementary School Inclusion Policy. <https://rockrimmon.asd20.org/international-baccalaureate/>