



# ALTURAS

## INTERNATIONAL ACADEMY

### **Inclusion Policy**

#### **Mission Statement**

Alturas International Academy promotes academic distinction while empowering students to be principled and intellectual leaders as they explore, create, investigate, and analyze in a safe, engaged, collaborative environment that inspires them to make a genuine difference in their local and global community.

#### **Alturas Inclusion Policy**

This policy describes the way Alturas International Academy meets the needs of students who experience barriers to their learning. The IB requires authorized schools to have an Inclusion Policy in place; this policy is to be derived from our school's philosophy and outlines aims for meeting students' learning needs. It is also a statement of action, describing practices for achieving and evaluating aims, which takes into consideration, our particular context and the resources available.

#### **Alturas International Academy Inclusion Outline**

Alturas International Academy strives to provide a rigorous, supportive educational experience and culture for all students. As a team we are committed to ensuring that all students have the knowledge, skills and confidence they need to succeed, with a high quality, challenging, international education that we believe is important for all of our students. We also abide by the state guidelines of inclusion of students qualifying for special education services for all academic programs. All students are given the opportunity to participate in the IB Middle Years programme no matter their ability level.

Alturas International Academy is committed to offering a level of support and services to students with diverse academic, behavioral and health related needs. Students with disabilities may be served through a Section 504 Accommodation Plan,

Individualized Education Program (IEP) under the Individuals with Disabilities Act (IDEA), or through a differentiated approach utilizing strategies and supports geared for the individual student. All supports are monitored by appropriate team members, and highly supported in the classroom setting with small group instruction often at instructional level.

### **Types of Services and Supports at Alturas**

We believe that no matter the learning ability all students can be properly supported and tracked in the classroom setting with our small group instruction that is often at instructional levels; this allows the teacher and student to have an inclusive, and a supportive environment. In our small group environment teachers have greater opportunity for one-on-one which allows with students and proper tracking of supports, while the students can grow and increase their engagement by working with a team member to identify and remove barriers. In the classroom setting extra support and assistance will be provided based on the needs of the student. For some students that may look like additional time to complete assignments, rechecking for understanding, scaffolding of information and use of technology to support learning. For other students, that may be a Section 504 Plan or an Individualized Education Plan.

### **Definition of Special Educational Needs:**

Many of our students have special academic, physical, social or emotional needs that are addressed so each student can be successful. These special needs may include:

- Specific Learning Disabilities
- Emotional Impairments
- Speech and Language Impairments
- Visual Impairment
- Hearing Impairments
- Physical Impairments
- Health Impairments
- Autism Spectrum Disorders
- Cognitive Impairments

### **Section 504 Eligibility and Accommodation Plan:**

A student may be eligible for a Section 504 Accommodation Plan if he/she has a physical or mental impairment which substantially limits one or more major life activities and requires a Section 504 Accommodation Plan in order for the child's educational needs to be met as adequately as the needs of non-disabled students. Eligibility under Section 504 is considered by completing an evaluation by a comprehensive team at the school. If a student is found

eligible, a Section 504 Accommodation Plan may be developed if required. Determination of what is appropriate for each child is based on the nature of the disabling condition and what that child needs in order to have an equal opportunity to learn when compared to the non-disabled. Not all students that are eligible for Section 504 will require an accommodation plan.

### **Individualized education plan (IEP):**

A student may be eligible for an Individualized education plan (IEP) if they have a disability under the Individuals with Disabilities Education Act (IDEA). Qualified team members at Alturas will review current data, collect additional information if needed, and determine if a child has a disability under one of the categories identified by IDEA. The team will also consider if the child requires specially designed instruction known as special education services and supports. If an IEP is required, that document will be developed by the parents and required members of our school team. The IEP will cover the current performance of the student, goals, services and supports, testing accommodations and where those services will be provided. The IEP is reviewed at least annually.

### **Role of Teachers**

Teachers, aids, and staff members adapt their instruction to suit individual educational needs and is supported by the small group model adopted at Alturas. All teachers are committed to including all students in general education classrooms and are determined, changed, and adopted by annual meetings. For students demonstrating academic talents in particular areas, teachers address those needs through classroom differentiation including addressing the instructional level of the student. Regardless of the type of need, teachers collect and analyze data, monitor progress, set and update goals with the students and parents.

### **Role of Students, Parents, and Guardians**

Students are expected, throughout the school day, that they will be strive to IB and explore their education in rigorous, supportive classroom environments. Students will work in conjunction with their teachers to meet their educational goals, including those with an IEP. All students at Alturas participate in our Primary Years Programme, that is aligned with Idaho State Standards, and the IB curriculum, to the best of their ability with support from every staff member at Alturas. Students strive to the best of their abilities to live the IB profiles in the school environment, at home, and in their community.

Parents work with all staff members at Alturas to better their child's education, and support a positive, safe, and challenging learning environment. The school's high

expectations for our learners are supported by parents, and they have the responsibility to reinforce these expectations in the school setting and at home environment. Parents attend and support many meetings and activities throughout the year including:

- Welcome back to school for parents
- Student lead, parent teacher conferences
- Project Nights
- Community Project Night
- Behavior plan parent meetings
- Out of school educational experiences
- Attending IEP/504 meetings

### **Purpose of Document**

Alturas will use this document to review with staff on a yearly basis, the roles the school plays in supporting all of our students no matter the need, or energy spent.

Alturas understands that it is crucial in supporting our student's education and meeting them at their level to help support their educational growth. Alturas will work as a collaborative unit (Supporting staff, teachers, and leadership) along with families to find the best possible solutions for student success. Solutions will always consider student disability, language barriers, section 504 plans, and IEPs.

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