

**Proviso Mathematics & Science Academy International Baccalaureate
Diploma Programme Inclusion Policy**

I. Mission:

The motto of the Proviso Township High Schools District 209 is Nihil nisi optimum (nothing but the best) for every student that attends our schools. Our mission is to provide our students with high-quality and engaging curricula that foster a love of learning and high achievement. The Proviso Board of Education’s Mission Statement begins with the following affirmation:

“We believe everyone is capable of learning.”

Similarly, District 209 teachers, administrators and staff believe that all Proviso Township students can learn and that students should and will have every opportunity possible to pursue their highest academic potential. We believe in an inclusive educational experience to support student learning at all ages and stages.

II. Inclusivity:

In the 2016 publication, “Learning diversity and inclusion in IB Programmes,” the IB states that they believe “the following principles of an inclusive education where:

- education for all is considered a human right
- education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth and whole growth for every student
- every educator is an educator of all students
- learning is considered from a strength-based perspective
- learning diversity is valued as a rich resource for building inclusive communities
- all learners belong and experience equal opportunities to participate and engage in quality learning
- full potential is unlocked through connecting with, and building on, previous knowledge
- assessment provides all learners with opportunities to demonstrate their learning, which is rewarded and celebrated
- multilingualism is recognized as a fact, a right and a resource
- all students in the school community fully participate in an IB education and are empowered to exercise their rights and accept their responsibilities as citizens
- all students in the school community have a voice and are listened to so that their input and insights are taken into account
- all students in the school community develop the IB learner profile attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect
- diversity is understood to include all members of a community
- all students experience success as a key component of learning.”

These beliefs are reflected in the inclusive learning environment we have established in District 209. To achieve this aim, District 209 teachers, instructional aides and other support personnel use the following intervention strategies:

- Small group instruction*
- Extended time*
- ELL support*
- Alternate testing environments*
- Differentiated formatting of testing materials*
- Reader*
- Technology*
- Related service supports (Occupational Therapy, Visual Impairment and Hearing Impairment Itinerant Services, Physical Therapy, Social Work, Speech and Language Services, etc)*
- Special Education Case Management (IEP)*
- Counseling (SEL, 504 plans)*

III. Partnerships and Roles:

Furthermore, District 209 staff, teachers and administrators recognize and encourage the participation of parents, guardians and community members in the pursuit of equitable and empowering educational opportunities for all Proviso students. We strive to partner with these individuals to create a positive and inclusive learning experience for the students of our District.

- Teachers, administration and support personnel take part in the following:

- Maintaining regular contact with parents/guardians for students who are identified as needing extra support*
- Offering tutoring opportunities before/during/after school*
- Providing accommodations (technology, timing, classroom seating etc) to support students during assessment/classroom instruction*
- Referring students to specialized services (IEP, 504)*
- Providing training to D209 employees to work with students with diverse learning needs*
- Partnering with other school personnel to provide cross-curricular support to students*

- Additionally, the IB Coordinator takes part in the following:

- Maintaining documentation as it relates to students with diverse learning needs*
- Participating in meetings for IB students receiving specialized services*
- Offering input and ways to support students with disabilities*
- Collaborating with IB Diploma Programme teachers on differentiation*
- Communicating with the IBO if accommodations are needed and providing necessary paperwork*
- Working alongside parents, students, school counselors and specialized service coordinators to ensure students select the best educational opportunities within the IB Diploma or Career Programme*

- Most importantly, students and parents take part in the following:

- Staying in contact with teachers, staff and administration
- Providing necessary documentation and attending all meetings
- Sharing concerns and questions with the IB Coordinator, school counselor or classroom teacher(s)
- Maintaining an active role in the educational process (checking grades via the Student Information System, dialoguing about assessments and homework, seeking out resources like tutoring, mentoring or counseling services, etc)

IV. Review of Policy:

This District 209 International Baccalaureate Inclusion Policy will be reviewed annually by the Instructional Leadership Team and by a team of teacher volunteers.

Resources consulted:

- Proviso Township High Schools Board of Education Policy Manual (2007)*
- Learning diversity and inclusion in IB Programmes (2016)*
- St. Edmund Preparatory High School Inclusion Policy (2014)*
- Bloomfield Hills Schools MYP Inclusion Policy (2014)*
- Fairview International School Inclusion Policy*