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IB DIPLOMA PROGRAM INCLUSION POLICY

May 2021

Contributors: Ditas Amry, Molly Berwager, Kassantra Coyne, Beth Dagitses, Katerina Kouri, Adel Papp, Ginny Sampson

Mission

At the American International School · Vienna, we empower each student with the skills and character strengths necessary to be positively impactful global citizens who strive for personal growth and excellence in an ever-changing world.

Vision

A community of innovative learners realizing their chosen futures with courage, curiosity and joy.

Core Values

Respect: We will be kind, considerate, inclusive and thoughtful in our interactions with others and the environment.

Aspire: We will pursue our passions (and interests), imagine possibilities, and make them real.

Achieve: We will strive for personal growth, always applying effort and ingenuity to the best of our ability every day.

STUDENT SUPPORT SERVICES AND THE INTERNATIONAL BACCALAUREATE PROGRAM AT AIS

AIS honors each student's right to learn and grow in a collaborative partnership with teachers, parents and peers. In order to meet the unique needs of our diverse learners, we educate, support, and counsel students in the most appropriate and inclusive setting possible, within the capacity of the school's facilities, resources, and support personnel. Students across all divisions can receive one or more of our support services.

Our support networks are strategically organized to guide and support students to be their most successful. All counseling, Learning Support programs, practices and procedures are designed to engage students in discovering and developing their unique path toward personal and academic success. With high quality instruction aimed at success for each student, we seek to provide a personalized approach to learning within a nurturing learning environment.

We recognize that not all students take the same path toward achieving the same curricular standards or the same path toward discovering their interests and passions. We guide students to understand their unique learning styles, monitor and achieve meaningful goals, advocate for their own learning needs and to discover their own talents and passions.

AIS believes that learning happens best when the family, caregivers, student, and school staff understand students' overall learning profile (strengths, needs, interests, temperament, social-emotional, etc.) in order to work as a Student Support Team to provide students with an environment of inclusion, a growth mindset, and curriculum and assessment practices that:

- Measure growth
- Are data-driven
- Promote social-emotional well-being
- Include self-advocacy/self-awareness

AIS counsels students to undertake the IB Diploma Programme at a level that serves their needs and long-term goals, whether it be the full IB Diploma or one or more courses for which they can earn certificates. Course students are also encouraged and supported to take on all parts of the IBDP Core: Extended Essay (EE), Creativity, Action, Service (CAS), and/or Theory of Knowledge (TOK).

Personalized Learning Support

As students become more independent in their learning in upper elementary grades and beyond, all students are encouraged to set and monitor a path for achievement of challenging educational goals related to academics, aspirations and personal interests. Students set goals for academic achievement and monitor their goals relative to curricular standards. Our teachers and counselors build upon our students' strengths, interests and passions to strategically address their while also understanding then strategically addressing their challenges.

Supporting students with diverse learning needs is fundamental to who we are as a school and how we build a compassionate and rich learning community. AIS is committed to well-designed, research-based and thoughtfully implemented teaching and learning practices that embrace a diverse range of learning differences.

Our Student Support Team

Our Student Support Team, consisting of our counselors, Learning Support Specialists, Principals, Learning Support Instructional Assistants, EAL teachers (when appropriate), and the Dean of Curriculum at the high school level, are highly trained, committed educators, dedicated to creating an environment where students can develop strategies and skills for success, while accessing core-content information. Our educators work closely with classroom teachers and administrators to offer the best services for each student, while also developing a strong, supportive connection with students in the program.

Our Program: What We Offer

Our program is provided by trained professionals using a service delivery model of small group or in-class support in collaboration with classroom teachers for instructional accommodations.

We utilize a variety of intervention models such as individual and small group instruction, specially designed instruction or in-class assistance and instructional accommodations within the regular classroom. The Learning Support staff provides specific academic intervention and works with teachers to implement strategies in the classroom that result in an optimal learning experience for every child. Our goal is for students to become independent, lifelong learners. Support is in addition to core academic instruction, not in place of mainstream curriculum. Areas targeted in specialized instructional settings include, but are not limited to: social-emotional growth, reading, writing, mathematics, core-content instruction, time-management, organization, self-advocacy, study skills, and learning strategies. In the elementary grades, students in Learning Support receive direct instruction and remediation as appropriate based on individual needs. Students across the grade levels receive developmentally appropriate support, which decreases as students become more independent with their learning.

Learning differences are specific impairments that impact information acquisition, processing, comprehension, organization, memory recall or use. Our program offers a range of academic support services to children with mild levels of need, by providing learning accommodations. The distinction between mild and moderate needs is commonly defined by the services provided. Mild levels of student learning needs are met predominantly by flexible in-class support, accommodations and small-group support. Moderate levels of need would be serviced through individualized intervention at all levels; however, modifications to the curriculum are not provided at the middle and high school levels.

Whom Can We Serve?

AIS Vienna is a college preparatory program that accepts and serves students with a diversity of mild and moderate learning differences. We enroll students with documented mild and moderate learning differences who can be successful within our mainstream classrooms with support.

A profile of a successful student with learning differences at AIS is motivated, interested and engaged in learning and whose parents are involved in their education and school program. Students must be able to access grade level curricular standards with the support provided. Students must be able to graduate within the existing diploma options and function independently and successfully when provided appropriate academic accommodations. Students requiring modifications to the curriculum, and therefore not able to access the instructional range of the classroom curriculum, would not be appropriately placed at AIS Vienna.

AIS Vienna is not able to serve students with significant conduct disorders, and/or emotional disturbances or behavioral challenges, and students with significant differences. If we find that a student's needs develop beyond the scope of our program we are committed to helping their family find the proper placement in a more appropriate learning environment.

Overview of Support

As a school, we can:

- Differentiate instruction
- Implement accommodations
- Provide learning support and/or Study Skills classes
- Provide support with instructional assistants in the classroom
- Monitor student progress towards defined goals
- Communicate regularly with parents and teachers

We are not able to:

- Make modifications to the curriculum
- Accept students with significant behavioral or emotional challenges
- Accept students with significant learning differences or cognitive impairment
- Accept students who require services or facilities not provided by AIS

AIS is unable to provide support for students who:

- Require learning support that exceeds our staffing capacity
- Are likely not able to access grade level curricular demands with accommodations
- Have emotional/behavioral controls that are beyond the staffing and facility limitations at AIS

Learning Support Requirements and Accommodations

In order for students to reach their full learning potential, some require inclusive access accommodations in order to support one or more of the following:

- Autism spectrum;
- Asperger's syndrome;
- Learning disabilities;
- Medical needs including physical and mental health concerns;
- Sensory concerns, e.g., auditory, visual;
- Social, emotional, or behavioral challenges; and
- Speech and communication difficulties.

Accommodations are implemented based on student needs. In the High School, accommodations can only be implemented based on psychological/educational recommendations. Accommodations differentiate **how** a student learns the material and is assessed. Modifications change **what** the student is expected to learn. Please note that modifications are considered only in extraordinary circumstances.

IB approved access accommodations may include:

- Extended time;
- Modified exam papers;
- Use of laptop, word processor, and spell check;
- Use of calculator;
- Rest periods;
- Readers;
- Scribes;
- Small group work requiring a separate exam room; and
- Extension to deadlines.

Approaches to Learning

In order to implement and support the inclusion of diverse learners, the teachers will focus on the development and support of student learning in the DP through the Approaches to Learning (ATLs).

The Approaches to Learning identify many of the dispositions that students need to develop if they are to cultivate a growth mindset and become independent lifelong learners.

Collaboration	Engagement	Self-management
A student's ability to utilize social and emotional skills to build meaning by listening, comprehending and supporting multiple perspectives. In a variety of contexts, students will demonstrate an ability to consider, evaluate and synthesize the ideas of others while also being able to invite and support others in building their knowledge and understanding.	A student's ability to respond to learning opportunities through focussing on the task at hand, meaningfully participating in learning activities and appropriately completing tasks.	A student's ability to take responsibility for their organization, time management, and self-discipline. Personal and academic growth can be demonstrated through reflections on strengths and areas for improvement leading to personal accountability in developing independence.

Professional Development Opportunities

Through the school's professional development fund teachers and staff are provided with opportunities to attend workshops for differentiation and inclusion as well as for school visitations, visiting schools that have implemented programs of inclusion. IB workshop and conference funds are also available for teachers to use for IB approved workshops.

Confidentiality

AIS treats all information concerning a student as confidential. The learning support received by a student will be communicated by the Learning Support Specialist with permission from the parents/guardian to the counselors, High School principal, IB Diploma program coordinator, as well as teachers and staff directly responsible for supporting the student. Any data included in the individual educational psychological report will be retained within the student's file. The school's management plan including learning support will be shared with the student's teachers.

School's Review of IB Diploma program Inclusion Policy

The members of the school's Student Support Team (High School Learning Support Specialist, High School counselors, High School principal, IB Diploma coordinator/Dean of Curriculum) and a committee of teachers review the inclusion policy document every two years.

KEY COMMITMENTS: RIGHTS AND RESPONSIBILITIES

STUDENTS

AIS Vienna empowers students to be at the center of their learning. Students have a right to have their instruction differentiated for them based on their interest and ability.

Students are expected to:

- make themselves aware of the standards of coursework and to monitor their progress in their classes
- set appropriate goals and regularly reflect on their progress
- work diligently and manage their time effectively to complete assignments on time
- implement strategies provided by SST
- advocate for themselves by questioning things that were not understood, identifying ways to improve their learning, and taking the initiative to see teachers for extra help when the material is not clear
- communicate with their teachers and/or Student Support Team when they feel overwhelmed by their studies and/or need help with organization

TEACHERS

At AIS Vienna, teachers have a right to receive appropriate training and take advantage of professional development funds to build their knowledge and skills around differentiated and personalized instruction.

Teachers are responsible for facilitating student learning, and are expected to:

- be familiar with Individual Learning Plans (follow the link for each student in Veracross) and modify or provide assessment accommodations as specified
- communicate with SST via the student referral form on Veracross when there is a concern
- notify parents if assessment indicates areas where support is needed
- provide opportunities for students to participate in/reflect on the assessment of their work
- maintain accurate records of students' progress
- analyze assessment data to determine strengths, deficiencies and student needs
- to maintain discretion and confidentiality in all matters around student support services

PARENTS

AIS Vienna believes that parents are our partners in education and are best placed to support the work we do in our classrooms. Parents have a right to timely, transparent communication about their student's learning.

It is our expectation that parents:

- fully disclose any known disabilities and/or provide all previous testing and special education documents prior to enrollment
- follow recommendations of SST, specifically where testing is recommended
- communicate with the school regarding any changes in their child's learning support records
- assist their children by providing a structured time and place to complete homework
- regularly review their child's academic progress on the school's information system (Veracross)
- work with their child to contact teachers if there is a concern about progress

SCHOOL

AIS Vienna administration supports teachers and students in their efforts to meet the learning goals. The school has a right to

have any known disabilities, previous testing and special education documents fully disclosed in advance of enrolment. Additionally, the school has the right to determine next steps in terms of continued enrollment or needed support and testing when full disclosure has been withheld.

The school is expected to:

- lead and support the implementation of this policy (Student Support Team, Dean of Curriculum and/or Principal)
- provide training for teachers to support their understanding of learning differences as well as strategies to implement differentiation and personalization, and other school-wide initiatives
- allow time for teachers to plan collaboratively and individually to enhance instruction based on analysis of student needs
- collaborate with faculty to analyze student performance and identify and plan achievement goals
- meet to determine next steps in finding a program that meets the needs of the student if a student is identified during the school year with a learning difference beyond the scope of services available
- review the testing and other data to determine whether AIS Vienna can meet the student's long-term needs should a student be identified as needing more significant support than that of a student with a mild or moderate learning difference while enrolled
- to maintain discretion and confidentiality in all matters around student support services
- review this inclusion policy with the input of representatives from major stakeholder groups on a biannual basis