WIS Inclusion Policy

1. WIS MISSION & PHILOSOPHY

WIS mission statement is "to cultivate intelligences, transform characters, and develop global citizens."

As an institution that embraces the IB philosophy, we value the unique characteristics, strengths, and growth areas of our students. We work diligently to accommodate all needs of our diverse student body while meeting the local requirements. Hence, our Inclusion Policy attempts to highlight how we currently serve the needs of various groups of students and plans to further improve our practices.

2. LOCAL REQUIREMENTS

As mentioned in the Education Provision for Persons with Disabilities Act and the National Education Act, the local requirements for schools are:
- Provision of an individual education plan for students with special needs.
- Appropriate actions and plans for gifted students.
- Facilities, media, and other educational assistants for students with disabilities and/or special needs.

WIS recognizes the local requirements mentioned above and strives to meet them to the best of our abilities and resources.

3. INTERVENTIONS

Special Education Students:
WIS currently does not admit students who require intense special learning assistance due to a lack of resources and expertise. Students with mild special needs are provided with a "shadow teacher" (teaching assistant) who assists them throughout the day and in each of their classes.

Language Learners:
Upon enrollment, students are assessed for placement in English, Thai, and/or Mandarin support classes. Students graduate out of the support program if they pass the assessment test.

Gifted Students:
Students who continuously show exceeding performance in both their internal and external assessments for a minimum of two academic years are reviewed by the entire department teaching team for the possibility of accelerated learning. Data collected to determine whether a student should be accelerated include performance in each class and

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performance on the MAP Growth Assessment. Students who consistently perform at the top of their class and on MAP Growth will be recommended for grade advancement. Students will never be required to advance grades. The decision is ultimately up to the student and their parents, but teachers will make a recommendation if they deem it would be beneficial for the student. The department discusses if the student is socially and emotionally ready for a higher grade level; if the student would feel comfortable about the change; if the student would also be successful when placed in a higher grade level. If an agreement is made among teachers, the recommendation is made to the student and the student's family for their decision. If a student chooses to accelerate their grade level, we provide them with a flexible adjustment period of about a month to determine if the new grade level is a good fit for them.

4. ROLES

Roles of Teachers:
- Actively communicate with students and parents about the students' needs.
- Differentiate instruction to meet the needs of all students in the classroom.
- Diversify assessments to encourage the participation of students with different learning styles and needs.
- Document students' needs and effective practices to share with other teachers and staff.

Roles of Parents:
- Communicate with teachers to help students participate and succeed.
- Attend Parent-Teacher Conferences and other meetings requested by teachers.

Roles of Students:
- Strive to participate in class activities to the best of their ability.
- Seek help from teachers when needed.
- Communicate with teachers about their learning challenges.

5. AREAS FOR IMPROVEMENT
- Professional development opportunities for teachers to better practice inclusion.
- Hire special education expert to improve inclusion practices.

References:
IB MYP: From principles into practice
Jefferson MYP Inclusion Policy
Patrick Henry High School IB Inclusion Policy
Body Middle School Inclusion Policy
National Education Act 1999
Education Provision for Persons with Disabilities Act

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