

## International School of Zug and Luzern Inclusion Policy

### *Our Mission*

We are a community of learners determined to make the world – or our corner of it – a better, kinder place. We reflect our values in everything we do so that we make the most of opportunities and challenges in a spirit of enthusiastic inquiry.

### *Our Vision*

We help every student turn learning into action, creating opportunities for students to stretch themselves further and achieve more than they believe possible.

### *Our Values*

**We respect.** We show empathy and are inclusive and thoughtful in our interactions with others. Every person is valued and valuable.

**We motivate.** We inspire each other and grow by building on everyone's individual and collective passions.

**We achieve.** We create an exceptional learning environment focused on academic achievement and holistic development.

(ISZL, 2020)

## 1 Introduction

The Inclusion Policy (hereinafter “policy”) is designed to support all members of the ISZL community to share an understanding of the value of *diversity and inclusion in our learning environments* at ISZL. It is developed in alignment with the guidelines of the IB and fits equally well with our non-IB programming. It is derived from the overall ISZL non-discrimination and inclusion policy, our guidelines for learning support, and our educator expectations. It is constructed around pedagogical and learning beliefs and is to be used to support reflection, planning, and refinement of our practices and programmatic goals.

## 2 Applicability

This policy applies to all ISZL faculty members and families.

## 3 Non-discrimination and Inclusion Statement

ISZL agrees to support, respect and seek inclusion with regards to the safety and care of all community members. This includes but is not limited to: age; disabilities; ethnicity; gender; gender expression; gender identity; health needs; languages spoken; marital status; mental health; national origin; political affiliation; race; religion; sex; sexual orientation, and any additional characteristic protected under Swiss law.

ISZL endeavours to understand and protect the civil and human rights of all individuals within the community, striving to maintain a high level of multicultural awareness and knowledge about all applicable laws and statutes related to non-discrimination and inclusion. This policy relates to all decisions and advocacy regarding staffing, recruitment, student care, suitability of external organisation partnerships, and curriculum. ISZL will review this policy, as well as practices and procedures, periodically, as noted in the final summary.

#### **4 Our Inclusion Philosophy**

Our stance on inclusion includes a commitment to advocating for students that have a wide range of abilities, educational backgrounds, and interests. It is our intention that every student has the opportunity to achieve more than they believe possible and reach their full potential. We aim to help students develop the appropriate levels of independence, responsibility, and skills in their academic, emotional, and social lives at the school so that they may have full and equal access. We strive to:

- Provide a safe and supportive environment for diverse learners
- Know the whole child and support their academic, social, and personal growth
- Collaborate to ensure that all ISZL programs are accessible to all students

At the International School of Zug and Luzern, we believe that promoting inclusivity and valuing diversity is essential for ensuring all individuals are able “to make our world - or our corner of it - a kinder, better place”. To value diversity means to understand, accept and respect the fact that every individual is unique. When matched with inclusion, this means everyone feels a sense of belonging.

#### **5 Rights and Responsibilities**

As an ISZL Community, we consider inclusion as a journey, rather than an end. This journey is a constant process of defining, acting, learning and reflecting, then refining. As part of this journey, it is our practice to make all of our academic programs available to all enrolled at our school. Every student has the option to engage in our IB program and/or our ISZL high school program regardless of age, disabilities, ethnicity, gender, gender expression, gender identity, health needs, languages spoken, marital status, mental health, national origin, political affiliation, race, religion, sex, sexual orientation, and any additional characteristic protected under Swiss law. We work with them and their families to determine the best fit in terms of their needs and aspirations.

#### **6 Our Agreements**

Rights	Responsibilities
Students have access to an inclusive learning environment	<b>School Leadership</b> <ul style="list-style-type: none"> <li>• Creates a safe school environment where members of the community feel included, secure, respected and trusted to voice their differences</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide opportunities for the learning community to model, develop and demonstrate aspects of international-mindedness</li> </ul> <p><b>Teachers and School</b></p> <ul style="list-style-type: none"> <li>• Convey diversity and an expanded view of our world through the use and display of languages, images, and books</li> <li>• Challenge assumptions through inquiries that honor diversity (for example, writers from diverse cultures, male and female pioneers, inventors from a broad range of backgrounds, public figures/ representatives from local and global communities)</li> <li>• Reinforce desired values, dispositions, and behaviors in class and in the playground</li> <li>• Provide ongoing opportunities to discuss and reflect on cultural, linguistic, ethnic, and social diversity</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Engage with different students in the social activities (eg. playground) and in inquiry groups</li> <li>• Are open-minded and respectful</li> <li>• Show empathy by understanding and sharing the feelings of others</li> <li>• Learn to be aware that body language can also send messages of inclusion or exclusion</li> <li>• Treat everyone with mutual respect, including those who speak a different language, come from a different country, or have a different learning need or belief</li> <li>• Resolve conflict through dialogue</li> <li>• Help new students feel at home in the learning community</li> <li>• Take responsibility for their own actions</li> </ul>
Students learn without barriers	<p><b>Senior Leadership Team and School Board</b>, <i>in consultation with educators, learning support professionals, parents, students, and all stakeholders</i>,</p> <ul style="list-style-type: none"> <li>• Put in place processes to remove barriers to learning for every member of the school community</li> <li>• Ensures students, families, teachers, and staff have access to thoughtful induction programs to support transition</li> </ul> <p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>• Make sure that each student is exposed to teaching and learning that reaches them as individual learners</li> <li>• Cultivate a learning community of acceptance, mutual respect, and psychological safety</li> <li>• Involve and include parents and legal guardians in learning and teaching in an inclusive way</li> </ul> <p><b>Student Support Coordinators, Campus Leads</b></p> <ul style="list-style-type: none"> <li>• Involves and includes parents and legal guardians in learning and teaching in an inclusive way</li> <li>• Engages locally through a collaborative and constructive relationship with the school's local community</li> <li>• Trains and/or supports staff in appropriate inclusive</li> </ul>

	<p>arrangements</p> <p><b>Families</b></p> <ul style="list-style-type: none"> <li>• Provide accurate information about the child's needs and history</li> <li>• Partner with the school on developing approaches that will support the child's academic development</li> <li>• Follow through on agreements with the school</li> <li>• Are prepared to respond to, and discuss, difficult topics such as national identity or local and global conflicts</li> </ul>
<p>The whole school community is celebrated for their personal and cultural identities [<a href="#">We are all ISZL</a>]</p>	<p><b>The School Board and Leadership</b></p> <ul style="list-style-type: none"> <li>• Ensures that international-mindedness is embedded in the school ethos through mission statements and policies</li> </ul> <p><b>School Leadership</b></p> <ul style="list-style-type: none"> <li>• Creates community links that promote inclusion</li> <li>• Celebrates events and activities that promote intercultural appreciation</li> </ul> <p><b>Teachers and School Leadership</b></p> <ul style="list-style-type: none"> <li>• Encourage and support students to explore multiple perspectives</li> <li>• Share their own experiences, interests, and viewpoints with students</li> <li>• Challenge assumptions through inquiries that honor diversity (for example, writers from diverse cultures, male and female pioneers, inventors from a broad range of backgrounds, public figures/ representatives from local and global communities)</li> <li>• Challenge disrespectful or insensitive behavior and comments</li> <li>• Have no tolerance for bullying</li> <li>• Show respect and kindness to all community members</li> <li>• Model internationally-minded values and dispositions</li> <li>• Are prepared to respond to and discuss difficult topics such as national identity or local and global conflicts</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Share their own cultural traditions and stories in classroom discussions and assemblies</li> <li>• Value peers and teachers for who they are</li> </ul>

## 7 Admissions

The International School of Zug and Luzern (ISZL) serves the educational needs of the international communities of Zug, Luzern, Zurich and Central Switzerland. At ISZL, we are committed to meeting each student's needs to the best of our ability. The final decision on acceptance and placement is taken based on the potential of the applicant to benefit from the programmes and educational services available.

We offer a variety of learning opportunities and programmes, including the Diploma Programme (IBDP), Career Pathways Programme (IBCP), Middle Years Programme (MYP) and Primary Years Programme (PYP). All of our programmes are inclusive by design. For our high school learners,

we work with students and families to take advantage of our expanded choices, including BTEC and Advanced Placement options, in addition to our Diploma and Career Pathways Programmes.

All ISZL campuses provide support for students with identified mild to moderate learning needs, English language acquisition needs, mild social-emotional needs, and specific health needs. Students flagged at admissions may be informally or formally assessed to ensure the school can meet their needs. Parents may be requested to provide further diagnostic information to help clarify presented needs. If documentation is not in English, necessary translations may be requested. Applications are reviewed by the ISZL Student Support Services Team (SSST) and if it is deemed that a student is unable to successfully access the curriculum with the services on offer, then admission to ISZL may be denied.

## **8 De-enrollment**

On occasion it is possible that, due to significant needs, the school may feel we cannot continue to support a child to access the programme effectively and reach their full potential. If this is the case a Student Study Team (SST) meeting is held with representation from the relevant Student Support Services Team(s), teachers and the Divisional Principal. Based on evidence from multiple interventions, the team makes a recommendation to the Divisional Principal, who makes the final decision. This decision, communicated to the family, is complemented with additional support to share options for what might be a good fit to meet the student's needs.

## **9 Determining Levels of Support**

Levels of support are looked at via a team approach (SST) often including parents, students, teachers and the SSS team. Access to services is overseen by the Head of SSS at each of the campuses.

## **10 Student of Concern monitoring (Levels 1 and 2)**

This process involves all professional adults who interact with students. If incidents or interactions with students suggest a concern, this concern is noted and shared with the relevant divisional SSST members. These concerns can be of a behavioural, pastoral, academic, or emotional nature and are dealt with by the support teams at each division.

## **11 Referral to SST & Eligibility for Services (Level 3)**

If a student continues to face challenges following all of the interventions provided following level 1 and 2 concern entries, then a referral to the SST may follow to determine eligibility for receiving specialist support services. This process involves the Student Study Team (SST) members which is often composed of a Learning Support teacher, Nurse, Counsellor(s), EAL teacher, Assistant Principal, Programme Coordinator and relevant teacher(s). The exact composition of this team depends on the student and the needs identified. This team looks at the student learning profile and determines the level of need as a team through the review of informal and formal assessments and observations.

## **12 English as an Additional Language (EAL)**

The main language of instruction is English. For students whose first language is not English, their instructional level is determined via WIDA testing and informal and formal assessments such as PM benchmark and writing samples. [Please see ISZL Language Policy for additional information on placement processes]. The EAL team also promotes multilingualism by helping celebrate everyone's language and highlight it in different ways.

### **13 Counselling**

The counselling team provides in school, short term, solution focused counselling to students and connects them to external providers if more intensive support is needed. Counsellors support new students and students who are leaving to help them transition. The counsellors also provide whole class lessons on various social/emotional topics. In addition, the team provides resources and support to families and staff.

### **14 Learning Support**

The learning support team provides pull-out and push-in support as well as accommodations for students with learning needs. Up to three hours a week of support is provided. The team also supports teachers and families with strategies and resources. Additionally, the learning support team is available for consultation with families and staff for students that may benefit from differentiated strategies.

### **15 Nursing**

The Nursing team is available on both campuses to respond to mild medical needs as well as to consult for more urgent or serious needs that require external medical attention. They are also available to provide advice to staff and families.

### **16 Reasonable adjustments**

ISZL supports the principle of "Reasonable Adjustments" for students with diverse learning needs to ensure they are successful within our academic programmes, which includes but is not limited to our IB programmes. Students with learning support may need reasonable adjustment to access the curriculum framework, including internal assessments. A reasonable adjustment is an action taken to remove or decrease a disadvantage faced by students with learning support requirements. A reasonable adjustment may include changes in the presentation of the test or the method of response. Where reasonable adjustments involve changes to specific aspects or specific criteria of the assessment, the overall learning outcome must remain the same.

Accommodations are changes in how a student accesses information and demonstrates learning. Accommodations do not change or lower the expectations of the curriculum and do not alter what the test or assessment measures. The changes can be pre-planned or made in the moment in order to provide students with equal access to learning and equal opportunities to demonstrate learning. Accommodations are simply different approaches to achieving the same curricular goals. Some examples of accommodations include: use of a calculator, small group testing, additional time, or shortened assignments.

Modifications are changes in what a student is expected to learn. Modifications are made when the regular curriculum expectations are either beyond the student's level of ability or readiness, or when the student has already mastered those standards. With modifications, the student is expected to learn something different from the general education standards. For students in Grades 9-12, modifications are recorded in transcripts and require permission from parents/guardians. Modifications are rarely implemented, as the general education learning standards, when presented through differentiated instruction, should be appropriate for the vast majority of students. The decision to modify learning outcomes for a student is made by a team that includes at least the student's parents and administrator(s).

Students receiving Learning Support may be considered for curriculum modifications or accommodations as documented in their Individualized Learning Program.

If a student is in Grades 11 or 12 and taking external examinations, then accommodations for these examinations will be applied for to the appropriate examination board. All accommodations are recorded in iSAMS, but accommodations are not reflected on student reports. As noted above, modifications involve a change to assessment criteria and are made in consultation with the LS Coordinator, case manager, parents/guardians and Head of Campus. For students in Grades 9-12, modifications are recorded in transcripts and require permission from parents/guardians.

## **17 Alternative Graduation Pathway**

Students receiving modifications may qualify for an alternative graduation pathway. The case manager, in consultation with the student, parents/guardians, subject teachers, relevant members of the Student Support Services Team and Divisional Principal, will further determine if a student is eligible. Once eligibility is ascertained, the student's transcript will document the alternative graduation pathway. Alternative educational goals and objectives for the identified academic courses will be drafted through the student's ILP.

## **18 Exiting Learning Support and EAL Services**

Students receiving Learning Support services will be exited from the program when they have demonstrated that they can access grade-level curriculum independently and do not require additional support.

Students in EAL exit the program when they acquire a level of English that allows them to access the grade-level curriculum. This is determined by WIDA, informal and formal assessments and consultations. We rarely offer EAL direct service beyond Grade 10, as we expect students to acquire a level of English that allows them to access grade-level curriculum.

The decision to exit the EAL or LS program is made in collaboration with students, teachers and parents/guardians, and is supported by well-documented assessment information.

## **19 Community Resources and Professional Development**

The SST may make recommendations for outside evaluations by qualified professionals and families are required to fund these assessments. Learning Support and Counselling teams



maintain a list of available external professionals, including clinical psychologists, educational psychologists, occupational and speech therapists. Written consent from parents/guardians is required for all forms of communication between Learning Support staff and outside professionals. Parents cover the costs of external testing. In addition, professional development funds are available for faculty, staff, and administration to keep them updated on best practices and current research on all areas of special needs.

## 20 Confidentiality

To provide exceptional care to meet the needs of every student, we at ISZL recognise that relevant staff may be the recipients of confidential student/family information if it is in the legitimate educational interests of the student and if consent has been received.

Policy Department	Learning, Teaching and Assessment
Policy Name:	Inclusion Policy
Applicable to:	ISZL Faculty, Families
Effective Date:	01 August 2021
Review Cycle:	Annually      Three Years <b>Five Years</b>
Date of Next Review:	March 2026 or sooner if there are significant changes to programming or student demographics.
Related Policies and Documents	<a href="#">Language Policy</a> <a href="#">Student Support Services Handbook</a> <a href="#">High School Course Guide</a> Admissions Policy and Requirements [Update pending]