POLICY #1.003
REGULATION 1.003R

YingHua International School



Inclusion Policy and Regulations

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INCLUSION POLICY (POLICY # 1.003)

I. Inclusion Policy Philosophy and Board Responsibilities

The Board embraces with pride the fact that YHIS is a diverse educational community. The school intentionally seeks to include and appreciate students of all identities, social situations, learning abilities, and language backgrounds, provided it is possible for these students to be successful in school given the school's available resources. This diversity requires that all members of the YHIS community embrace differences and build on the best of all worlds with a global perspective.

The Board is committed to developing YHIS as an inclusive school environment. The Board believes that promoting inclusivity and valuing diversity is essential for a strong educational program. Developing inclusion is an ongoing process that aims to increase access and engagement for all learners by identifying and removing barriers to the educational program offerings.

The school administration is responsible for continually working to make YHIS offerings more accessible to students through its physical learning environment, technology, opportunities for collaboration, teaching that is varied based on student needs, and extra support that is provided as appropriate.

The administrative team should also develop and support a school culture of inclusion that values the unique experiences and contributions people may offer. Such a culture should recognize that learning is productive when these unique experiences and contributions are encouraged and nurtured. Inclusion and the celebration of diversity is facilitated in a culture of collaboration, mutual respect, support, and problem-solving involving the whole school community. In order to promote equal access to the curriculum for all learners, the School is committed to affirming identity and building self-esteem, valuing prior knowledge, scaffolding, and extending learning. Student learning is enhanced when these four principles of good practice are considered.

The school administration is responsible for designing and implementing staff-development programs and ongoing support to enable teachers to differentiate their instruction and learning activities to accommodate as much as possible all children as individual learners. As appropriate, the administration shall seek to employ teachers and assistants with experience, training, and an appropriate attitude to support students with diverse needs.

The administration will monitor the level of accommodation throughout the school and provide to the Board aggregated data regarding the level and recommendations to improve.

The parents of YHIS students have the responsibility to provide any information to the school that relates to their child's unique strengths, learning challenges, and

circumstances that may help the school better accommodate the child. School administration is responsible for establishing protocols that facilitate the sharing of such information at the time of enrollment and throughout the school year, as needed. Proactive communication between teachers and parents is essential in pursuing a high level of accommodation.

School administration is responsible for establishing protocols that will determine if the school's resources can reasonably accommodate a given student's needs before admission and at any point at which it becomes apparent that the school may no longer be able to meet the a child's needs.such needs. Active communication between the school and family is essential when such situations may develop.

II. Legal Requirements

YingHua International School does not discriminate on the basis of race, color, religion, sex, gender, sexual orientation, national origin, ancestry, age, marital status, disability, or any other characteristic protected by law. This policy applies but is not limited to educational policies, admission, financial aid, hiring and employment practices, use of school facilities, athletics, and other school-administered programs.

YingHua International School complies with all applicable federal and state laws, including but not limited to the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act, the New Jersey Law Against Discrimination (NJLAD), and all relevant child-welfare and safety regulations. The school is committed to fostering an inclusive environment by ensuring reasonable accommodations for students with diverse learning needs within the scope of our available resources.

III. Inclusion Policy and Regulation Review

The Board will review this Inclusion Policy every three years. The Head of School and administrative team will annually review the regulations.

Faculty, parents, and student feedback on the policy and regulations may be considered and addressed. The School will keep all stakeholders informed about any updates to the policy and regulations.

INCLUSION POLICY REGULATIONS (POLICY #1.003)

(to be included in parent/student and teacher handbooks)

I. Admissions Procedures Related to Special Needs

(see admissions policy/regulations)

II. School Responsibilities

The school administration team is responsible for maintaining fairness and consistency in the implementation of policy regulations and protocols, ensuring alignment with the policy. They should also review the policy regulations and protocols annually to reflect any significant changes in the learning world. Additionally, the administration team will ensure that faculty, students, and parents:

- Receive learning opportunities and programs regarding accommodating students with special needs.
- Are kept informed of any changes in policy or regulations through school publications and announcements.

III. Teacher Rights and Responsibilities

Principles of Good Practice

In line with the International Baccalaureate (IB) framework, there are four principles of good practice that help ensure all learners have equal access to the curriculum. These principles, when incorporated into the daily teaching and learning process, support the diverse needs of students and enhance their learning experience. Teachers at YingHua International School should actively integrate these principles in their lesson planning, classroom management, and interactions with students.

Affirming Identity and Building Self-Esteem

Teachers should create an environment that celebrates the uniqueness of each student. This includes acknowledging and valuing their individual identities, including cultural background, learning styles, and personal experiences. Affirmation can be achieved through positive reinforcement, recognition of student achievements, and providing opportunities for students to share their perspectives and personal experiences. When students feel recognized and valued, their self-esteem improves, which in turn fosters a

sense of belonging and motivation to engage with the curriculum.

Valuing Prior Knowledge

It is essential that teachers recognize and build upon the prior knowledge and experiences that each student brings to the classroom. Students come with different backgrounds, and those experiences are valuable learning tools. Teachers should provide opportunities for students to connect new content to their existing knowledge, which not only helps to deepen understanding but also makes learning more relevant and accessible. This can be done through pre-assessment activities, discussions that draw on student experiences, and making connections between real-world applications and the content being studied.

Scaffolding

Scaffolding refers to the process of providing structured support to students as they learn new concepts or skills. Teachers should break down complex tasks into manageable chunks and offer support at different levels depending on the student's individual needs. This might involve step-by-step guidance, providing templates or graphic organizers, or using visual and auditory aids. As students gain confidence and skills, teachers gradually reduce their support, allowing students to take on more responsibility for their learning. The goal of scaffolding is to help students reach a level of independence in their learning.

Extending Learning

Extending learning involves providing opportunities for students to apply and deepen their understanding beyond the basic requirements of the curriculum. Teachers should encourage critical thinking and problem-solving by presenting challenging tasks that stretch students' abilities, encourage creativity, and promote higher-order thinking. This might involve offering differentiated assignments, engaging students in inquiry-based learning, or creating extension activities that push students to explore concepts in greater depth. By extending learning, teachers help students reach their full potential and develop a lifelong love of learning.

These four principles of good practice are closely aligned with the IB's broader approaches to teaching and learning. The IB approaches are deliberate strategies, skills, and attitudes that permeate the teaching and learning environment and are crucial for developing learners who are knowledgeable, inquiring, and compassionate. The four principles of good practice ensure that all students, regardless of their starting point or abilities, have equal opportunities to access the curriculum and succeed.

When these principles are considered together with the IB approaches to teaching and

learning, they create an inclusive and supportive learning environment where students feel empowered to take risks, explore new ideas, and engage with their learning at a deeper level. It is through the thoughtful integration of these principles that educators can provide an environment that fosters academic success and personal growth for all students.

Educator Responsibilities

Differentiation and Accessibility

Teachers have the responsibility to differentiate instruction to accommodate diverse learning needs, ensuring that all students, including those with disabilities or learning differences, can access the curriculum. This includes offering multiple means of engagement, representation, and expression, as well as adapting materials and assessments to be inclusive of varied learning profiles.

Collaboration with Staff and Families

Teachers should actively collaborate with learning support specialists, colleagues, and families to create and implement individualized support plans for students who require additional accommodations. Regular communication with parents/guardians ensures that student needs are met holistically, both at school and at home.

Culturally Responsive Teaching

Teachers have the right to a professional environment that supports inclusive teaching. They should incorporate literature, case studies, and historical examples that reflect diverse cultural backgrounds. This fosters a sense of belonging and ensures that multiple perspectives are represented in the learning process.

Fostering a Safe and Inclusive Environment

Teachers are responsible for establishing a classroom culture that is free from bias, discrimination, and exclusion. This involves setting clear expectations for respectful behavior, addressing bullying or exclusion promptly, and modeling inclusivity in classroom discussions and activities.

Using Inclusive Language and Materials

Teachers should use respectful, non-discriminatory language that is inclusive of all identities, abilities, and backgrounds. Learning materials should reflect diversity and avoid stereotypes, ensuring that students see themselves represented in their education.

Assessment and Fair Grading Practices

Teachers should ensure assessments are fair and accessible to all students by offering varied formats, extended time when needed, and alternative ways of demonstrating understanding, such as oral presentations, projects, or portfolios.

Professional Development and Reflection

Teachers have the responsibility to engage in continuous professional learning to stay informed about best practices in inclusive education. Regular reflection on teaching methods, student engagement, and classroom culture ensures that inclusive practices are consistently improved and adapted based on student needs.

By adhering to these responsibilities, teachers uphold the values of inclusion, equity, and high-quality education, ensuring that all students receive the support they need to succeed.

Resources & Programs for Teachers for Supporting All Learners

Our school is committed to fostering an inclusive learning environment where all students can succeed. To support teachers in accommodating diverse learning needs, we provide the following resources and programs:

Intervention & Referral Services (I&RS) Meetings

Teachers collaborate with school leadership, support staff, and specialists in I&RS meetings to identify and implement effective strategies for students experiencing academic or behavioral challenges. These meetings provide a structured approach to developing action plans that support student success.

Instructional Resources & Support Documents

Teachers have access to a range of reference materials designed to guide instructional accommodations and modifications. These include:

- Best practices for differentiated instruction
- Guidelines for supporting students with IEPs, 504 plans, and language learning needs
- Classroom strategies for various learning styles and needs

Professional Development and Goal Setting

The school provides ongoing training opportunities focused on inclusive teaching strategies, including but not limited to universal design for learning (UDL) and differentiated instruction techniques. In addition, professional development sessions are offered on goal setting for individual students within the Toddle learning management

system. These sessions help teachers track progress, personalize learning objectives, and support students in achieving their academic and personal growth goals.

Extra Help/What I Need (WIN) Periods

Students have dedicated time during extra help or WIN periods to focus on areas where they need additional support. During these flexible sessions, teachers can provide individualized or small-group instruction, assist with assignments, and reinforce key concepts to ensure student progress.

Technological Resources

A variety of technological tools are available to support differentiated instruction and student engagement. These resources include:

- Toddle for goal setting, tracking student progress, and facilitating communication
- Learning management systems (LMS) for organizing assignments and instructional materials
- Educational software and apps that support personalized learning
- Assistive technology for students with specific learning needs
- Online assessments and data-tracking tools to monitor student performance

Additional Personnel & External Support Services

When possible and appropriate, the school will consider additional personnel resources to support student learning, including instructional aides, intervention specialists, and other educational professionals.

Additionally, the Educational Services Commission of New Jersey (ESCNJ) may become involved when necessary to ensure students receive appropriate services. The Department of Nonpublic School Services supports students attending nonpublic schools statewide by managing programs under the federal Individuals with Disabilities Education Act (IDEA) and other educational initiatives.

Available services include:

- Compensatory Education – Instructional support in Language Arts and Mathematics for eligible students based on standardized test scores. Each qualifying student receives an Individual Student Improvement Plan (ISIP) to track progress in accordance with New Jersey State Department of Education guidelines.

- English-As-A-Second-Language (ESL) – A developmental language program designed for students with limited English proficiency. Eligibility is determined by a student's native language and performance on an English Proficiency Test. Instruction focuses on listening, comprehension, speaking, reading, and writing in English.

- Title I Services – Federally funded supplemental education for students in schools serving low-income areas, aimed at supporting educationally disadvantaged students.

- Title III Services – Additional instructional support for immigrant students and English Language Learners to enhance language acquisition.

- Speech Therapy – Available for students who qualify for speech/language services either as a primary need or as a related service.

- Supplemental Instruction – Additional instruction provided to students classified as eligible for special education and related services.

Eligibility for special education and related services is determined through Child Study Team referrals and evaluations. The school collaborates with families and relevant agencies to ensure students receive appropriate accommodations and support.

These programs and resources are in place to ensure that all teachers feel supported in meeting the diverse needs of their students. For further guidance, teachers should reach out to the administration or student support team.

IV. Parent Rights and Responsibilities

Parents play a key role in supporting the school's inclusive practices by fostering a collaborative relationship between home and school. Their involvement is crucial to helping ensure that all students receive the support they need to thrive academically and personally.

Recognizing Learning Diversity

Parents have a right to have their child's learning diversity recognized and valued as a resource that enriches the school community. They have a responsibility to support an inclusive learning environment by fostering respect for diversity at home and advocating for equitable educational opportunities.

Support Good Learning Habits

Parents have the right to be active partners in their child's education. They should encourage strong learning habits such as time management, organization, and persistence. Modeling positive attitudes toward learning helps children develop resilience and a growth mindset.

Encourage Principled Learning

Parents should encourage their children to be principled learners, upholding values

such as integrity, honesty, and responsibility.

Share Relevant Information

Parents are responsible for informing the school about their child's unique learning needs, medical conditions, or any changes that might impact their education. Open communication between parents and teachers helps create a strengths-based approach to individualized learning and ensures that all students experience success as a key component of their education.

Engage in Open Communication

Parents have the right to regular updates on their child's progress. They should participate in parent-teacher meetings, school events, and support classroom activities whenever possible to strengthen the home-school partnership.

V. Student Rights and Responsibilities

Take Responsibility for Learning

Students have the right to a high-quality education and the responsibility to engage actively in their learning. This includes completing assignments, seeking help when needed, and striving to meet their learning goals. Learning is viewed from a strengths-based perspective, meaning students should recognize and build on their abilities while working toward growth.

Be Principled Learners

Students should demonstrate honesty, fairness, and integrity in their academic work. Respecting school rules and taking ownership of their actions contribute to a positive classroom environment. They have a responsibility to uphold values that foster belonging, safety, and self-worth for themselves and their peers.

Advocate for Their Needs

Students have the right to express their learning needs and request support when necessary. This includes communicating with teachers about their challenges and seeking additional resources to enhance their learning experience. Every learner has a right to be listened to, ensuring their input and insights are valued.

Contribute to an Inclusive Learning Environment

Students are responsible for treating peers with respect and fostering an inclusive and supportive classroom culture. They should actively participate in group work, value diverse perspectives, and help create a welcoming learning space for all.

By recognizing and upholding these rights and responsibilities, students, teachers, and parents work together to create an environment where all learners can thrive.

VI. Procedures in Response to School's Inability to Accommodate a Student's Specific Needs

YHIS is committed to fostering an inclusive and supportive environment for all students. In cases where a student's specific needs present challenges that may exceed the school's available resources, an ongoing and collaborative process will be followed to explore all possible solutions. Parental involvement is required at every stage to ensure that decisions are made in the best interest of the student.

Ongoing Assessment and Documentation

YHIS is committed to continuously assessing and addressing each student's needs through collaboration with teachers, support staff, and, when necessary, external specialists. Accommodations and support strategies will be regularly reviewed to evaluate their effectiveness, with adjustments made as needed to ensure the best possible learning environment. All efforts to support the student will be thoroughly documented, including the strategies implemented, progress observed, and any challenges encountered. Additionally, ongoing communication with parents or guardians will be maintained to ensure transparency and shared decision-making in the student's educational journey.

Mandatory Collaboration with Parents/Guardians

Parents and guardians will be active partners in identifying and implementing appropriate accommodations for their child. The school will hold regular meetings to discuss the student's progress, address any concerns, and explore potential additional supports. Collaboration will remain ongoing, ensuring that families are fully involved in decision-making and that all reasonable solutions are considered before determining that the student's needs cannot be fully met within the school's resources.

Exploration of Additional Support Options

If challenges persist, the school and parents/guardians will work together to explore supplementary resources, including external specialists or community support services. The school will make every reasonable effort to implement additional accommodations where feasible before considering alternative placements.

Transition Planning and Support

If it is determined, after thorough collaboration, that the school is unable to fully accommodate the student's needs, the school will actively assist in identifying appropriate alternative educational settings. The transition process will be carefully planned in partnership with the family, ensuring the student receives continued support. Relevant student records, assessments, and recommendations will be shared with the receiving institution to facilitate a smooth transition.

Review and Appeals Process

If parents/guardians disagree with the determination, they have the right to request a formal review. The review process will be conducted by an inclusion committee or school administration, focusing on identifying any remaining possible accommodations.

The school remains committed to an ongoing, collaborative approach, ensuring that every reasonable effort is made to support students within the school community before considering alternative options.

VII. Signature Signifying Reading and Understanding By Students and Parents

By signing below, we acknowledge that we have read and understood the YingHua International School Inclusion Policy. We agree to collaborate with the School to provide the best possible environment for all learners.

Parent's Name:	Signature:	Date:
Student's Name:	Signature:	Date: