



Inclusion Policy

Escola Beit Yaacov

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SUMMARY

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Beit Yaacov - Inclusion Policy

How to use this policy

1. Purpose

This inclusion policy establishes the guidelines and expectations for inclusion at **Escola Beit Yaacov**. It serves as a guide for all members of the school community, including students, teachers, administrators, third-party providers, specialists supporting students, and parents. It articulates the principles and practices that underpin the school's inclusive learning practices, aligning with the International Baccalaureate (IB) philosophy and Brazilian Law. By understanding and applying this policy, the school community can work together to promote inclusion, inclusivity, pedagogical differentiation, and the development of international-mindedness to welcome and embrace multiculturalism. This policy should be used as a living document, being consulted to guide pedagogical decisions, curriculum planning, and communication with parents and the community.

The school recognizes the importance of removing all barriers students may face in the learning process and promoting inclusivity as a right of all students. This policy is aligned with the school's mission to prepare citizens with a strong Jewish identity and international-mindedness and with the principles and practices stipulated by the International Baccalaureate.

2. Scope

This policy applies to all students, educators, pedagogical coordinators, and heads at **Escola Beit Yaacov**, across all programs offered (PYP, MYP, DP) in all sections (Early Years, Primary, Middle Years, and High School). It encompasses

all interactions and activities involving the creation of a healthy and inclusive learning environment within the school context.

3. Policy Statement

At Escola Beit Yaacov, inclusion is an ongoing process that aims to increase access and engagement for all students by identifying and removing barriers and providing physical, social, and emotional support. It is facilitated by a culture of collaboration, mutual respect, support, and problem-solving involving the entire school community. The school follows the IB guidelines and is committed to following the IB principles and practices to ensure an inclusive environment:

- Education for all is considered a human right.
- Education is enhanced by the creation of affirmative and responsive environments that promote a sense of belonging, safety, self-esteem, and holistic development for every student.
- Every educator is an educator of all students.
- Learning is viewed from a strengths-based perspective, focusing on students' potential.
- Diversity in learning is valued as a rich resource for building inclusive communities.
- All students belong and have equal opportunities to participate in and engage with quality learning.
- Full potential is unlocked through connection with and building upon prior knowledge.
- Assessment provides all students with opportunities to demonstrate their learning, which is recognized 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 heard, so that their contributions and perspectives are taken into account.
- All students in the school community develop the attributes of the IB learner profile and become 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 learning¹.

3.1 Organization and Support

The school utilizes a multi-tiered system of support, involving the Center for Inclusive Practices (*Núcleo de Práticas Inclusivas - NPI*) and the Center for Educational Guidance (*Núcleo de Orientação Educacional - NOE*), to identify students who may require additional support. The NPI, comprising educational counselors, supervisors, inclusion practice assistants, and psychology interns, plays a crucial role in ensuring equity, a safe and respectful environment, and in eliminating barriers to learning for identified students. The initial identification process involves team observations, sharing information with the NOE/Coordination, gathering evidence, and conversations with families.

In the classroom, initiatives such as the Social-emotional Learning Program (*Laboratório de inteligência da vida - LIV*), the international program SAFE (an American methodology focussed on the development of social and identity aspects), Steer (a risk behaviour assessment tool), and Tutoring

¹ *International Baccalaureate Organization. Learning Diversity and Inclusion in IB Programmes. International Baccalaureate, p.10, 2016.*

approaches like Individual Learning Plan - ILP (*Plano de Ensino Individualizado - PEI*) are integrated to support student well-being.

The school allows for the presence of a Therapeutic Companion (AT), who provides direct, individualized support to the student in situations that require emotional mediation, external self-regulation, and social adaptation, facilitating the student's participation and inclusion in school activities.

LIV fosters a safe space for understanding feelings and thoughts, connecting socio-emotional and cognitive aspects, and using diverse characters to address classroom complexity. LIV classes are part of our curriculum and take place regularly for all students since K3. Tutoring, PEI (ILP), and LIV are considered for potential integration to benefit all students.

SAFE is an internationally renowned framework for designing effective social/emotional learning and behavior programs, especially for adolescents.

In addition, since Beit Yaacov is a Jewish school, affirming the Jewish identity within the school environment is a crucial step in strengthening students' self-esteem. By recognizing and celebrating Jewish traditions, values, and symbols, the school provides students with a strong foundation of identity and belonging. This not only helps students feel accepted but also empowers them to take pride in their cultural and religious heritage, fostering a positive and safe learning environment.

3.2 The Role of the Center for Educational Guidance (*Núcleo de Orientação Educacional - NOE*) to promote inclusion

The Educational Guidance Center (NOE), composed of the school board, general director, rabbi, and educational counselors (many of whom are psychologists), plays a key role in supporting students' holistic development. The

team helps students navigate emotional, academic, and social challenges in a balanced and healthy way.

Other important roles lie in monitoring academic performance, providing support to teachers in addressing learning difficulties, and intervening in behavioral issues — including conflict resolution, parental guidance, and initiatives that promote well-being, mental health, mutual respect, positive relationships, and inclusion. In addition, NOE is also responsible for the implementation of the LIV and SAFE programmes, and part of the NOE's team leads these social-emotional lessons from both programmes.

The NOE also acts as a close bridge between the classroom and the external professionals who support students beyond the school. The counselors ensure that the school's inclusion policy is effectively implemented and connected across all areas. The NOE serves as an umbrella under which Inclusive Practices (NPI) are embraced and actively carried out.

3.3 The Role of the Center for Inclusive Practices (*Núcleo de Práticas Inclusivas - NPI*)

In the Early Years (*Educação Infantil*), the team includes educational counselors, inclusive practices assistants, and psychology interns. The focus here is often on children who give signs of possible developmental concerns from both families and staff, and who may also be under external care.

At Elementary School (*Ensino Fundamental 1*), the NPI team includes educational counselors, inclusive practices assistants, and a psychology intern. The number of professionals is based on the number of students who benefit from support for developmental concerns and those who receive external therapeutic services.

In Middle Years (*Ensino Fundamental 2*), the NPI team is composed of educational counselors, one Inclusive Practices Advisor, and one assistant psychologist for inclusive practices. Its role is to continue ensuring equity between the children receiving support and the rest of the class. It works to promote a safe and respectful learning environment by identifying and eliminating potential barriers between these children and their access to learning. The NPI also fosters communication and collaboration among educators, families, and external professionals.

In High School (*Ensino Médio*), the NPI team is composed of two educational counselors, and two psychologists working as inclusive practices assistants. Their support is not limited to academic development; it also encompasses students' social-emotional needs, especially before and during exams. This guidance helps students strengthen their self-management skills in order to handle individual IB tasks such as internal assessments, extended essays, TOK essays, CAS projects, as well as preparation for final exams.

The NPI team assists teachers in tailoring the educational experience to students' individual needs. Support may include teacher guidance, additional time for learning engagements, differentiated instructional materials, adapted test grading, and alternative testing environments when needed.

The school also implements the STEER test, a tool in which students describe scenarios that help the school identify risk indicators and possible areas of concern. It is administered individually on an iPad approximately three times a year (once per trimester). Results are confidential and accessed only by the school's coordination team and the NPI.

Additionally, as mentioned before, the school adopts elements of the SAFE curriculum, which promotes social-emotional development by separating boys and girls for certain discussions, respecting religious values, and recognizing developmental differences. Both STEER and SAFE provide valuable

insight into student behavior, emotional well-being, and how families are responding to various situations. Together, these tools guide the school in developing strategies to address delicate issues and ensure the well-being and holistic development of all students.

For students who have a specific diagnosis and benefit from any accommodations and adaptations, an Individual Learning Plan (ILP) is designed by the NPI team in partnership with the coordination team and the teachers. This document helps support the differentiated needs of some students in all sections of the school and serves as a record that follows them throughout their school life.

3.4 The Role of the Counselors

Our counselors play a vital role in supporting, welcoming, guiding, and walking alongside students in their overall development. They observe classroom dynamics, assist teaching teams in identifying areas of concern, and help strengthen aspects that are progressing healthily and fluidly. Their work includes collaborative interventions and the development of tailored, functional strategies for each situation, helping to define and/or adjust a student's path when necessary.

Counselors also contribute to the ongoing professional development of teachers by offering both structured training sessions and recommendations grounded in strong theoretical frameworks. Depending on each case, counselors also provide frequent guidance to both students and families, including therapeutic referrals/suggestions when needed. These referrals are always accompanied by the sharing of strategies and insights that support students' personal and academic growth.

In addition to their work with students and teachers, counselors help promote curricular diversity and inclusion in daily school life and work together

with pedagogical coordinators to find curricular connections that will broaden students' understanding of diversity and multiculturalism.

3.5 The Role of Pedagogical Coordinators and Teachers in Curriculum Design for Diversity and Inclusion

Welcoming, integration, personal development, mediation, and curriculum design are coordinated by the Pedagogical Coordinator, together with the counselor.

One important aspect to promote awareness of diversity is introducing students to unfamiliar cultural references and broadening their perspectives through curriculum design. In Primary (G4 and G5), for example, diversity is clearly explored through PYP units of inquiry that cover topics such as migration, indigenous peoples, and urbanization. Diverse authors are presented as protagonists, encouraging students to engage critically and empathetically with their work. There is also a conscious effort to help students recognize and value the diverse individuals who make up the school community, including those working in areas like maintenance, security, and food services.

Programs such as interclass projects and tournaments are designed to foster interaction across age groups and promote commitment to embracing difference. Diversity is approached intentionally and appropriately for each grade level's capacity for understanding. For example, the "G9 Buddies" program allows ninth graders to interact and play with children from K4, while G4 students share *capoeira* classes with K4 peers. These moments of integration are powerful opportunities to build empathy and connection.

In Elementary, the PYP Exhibition represents a powerful opportunity for students to demonstrate their learning, agency, and commitment to taking action in a way that reflects inclusive values. Through inquiry, collaboration, and reflection, students are encouraged to consider multiple perspectives, to value

diverse voices, and to think critically about how their actions can support fairness and inclusion in their communities.

Service as Action and the Community Project, as part of MYP projects, aim to foster empathy, social responsibility, and active citizenship by encouraging students to engage meaningfully with real-world issues and the people around them. These projects empower students to identify needs within their communities, take initiative, and reflect on the impact of their actions—strengthening a culture of respect, inclusion, and shared humanity within and beyond the school walls.

Similarly, in the Diploma Program, CAS (Creativity, Activity, Service) plays a fundamental role in cultivating inclusive mindsets and meaningful community engagement. CAS experiences invite students to step beyond academic achievement and connect with the world through empathy, action, and reflection.

During collaborative planning meetings, teaching teams are engaged in finding curricular connections to promote understanding of diversity and respect, and designing learning engagements that allow students to develop these understandings and develop healthy relationships. The Approaches to Learning (ATL) provide one more layer of support for students to develop self-management, social, and emotional skills to thrive. In the classroom, teachers play a vital role in facilitating learning that supports the creation of healthy relationships. Teachers also observe students individually and have the role of contacting the counselor whenever a concern about a student arises, for closer support.

3.6 Implementing Differentiated Learning and Removing Educational Barriers in Practice

We believe that differentiating learning is essential to providing equitable opportunities for all students. As part of this commitment, we:

- **Design and adapt learning activities:** Activities are designed and modified by teachers to meet the diverse needs of all students, ensuring that every learner has access to the curriculum in a way that supports their individual learning style and abilities. This includes rethinking how activities, schedules, and programs are structured to avoid creating a sense of exclusion or inequity. In the Middle Years, formative and summative assessments are adapted depending on the students' needs.
- **Provide testing accommodation:** For both midterm and final assessments, students are guaranteed the possibility of taking the exam in a separate room with fewer distractions, extended time, scheduled breaks, the use of assistive tools, and access to a reader when needed.
- **Employ differentiated teaching strategies:** A variety of teaching strategies, groupings, and interventions are employed during lessons to achieve the intended learning outcomes, making sure that each student's needs are addressed thoughtfully and intentionally. Sharing of teaching strategies of visible learning is a common activity regularly presented in collaborative meetings.
- **Apply inclusive grouping practices:** In the Early Years, students are grouped and re-grouped based on their strengths and needs during activities to ensure that every child receives the stimulus they need for further development. In the Middle Years, classes are encouraged to have

different arrangements to improve learning and understanding.

- **Promote a holistic approach to student support:** We recognize the importance of involving the entire school community in each student's learning journey. This includes sharing observations and insights across teams, ensuring that interventions are tailored to each student's needs. In Early Years and Elementary, a living student record is maintained to track and support student progress across all areas of development. In the Middle Years and High School, there are meetings to talk about each student between counselors and teachers.
- **Plan collaborative interventions:** Regular meetings with the educational team are essential for proposing and implementing effective interventions. We believe in a collaborative approach that takes into account each student's individuality, ensuring that all interventions are both meaningful and impactful.
- **Provide ongoing teacher training:** The NPI team offers continuous training to all educators, with the purpose of deepening their understanding of inclusive education and supporting them in developing diversified classroom strategies. These sessions aim to enhance teaching practices so that all students benefit, including students who receive curricular adaptations.
- **Offer workshops for parents:** Parental guidance is offered by the school as part of a broader pedagogical strategy. By bringing families and specialists together in the same environment to discuss relevant topics, the school seeks to integrate parents into the educational process and, in

doing so, maximize students' developmental potential.

- **Promote student engagement in inclusion:** The school implements initiatives to encourage acceptance and appreciation of diversity among students. Each grade level from G6 designates a group of students, responsible for supporting this process, preventing and addressing bullying, and promoting the overall well-being of the student community.

Adaptations are an essential component of inclusive education and may be required across a range of contexts, timeframes, and student profiles. Learners with diagnosed or documented learning needs are not only supported by adapted activities and assessments, but they are entitled to them as part of an equitable learning environment.

It is equally important to recognize that pedagogical differentiation to remove barriers to learning benefits all students, including those who encounter challenges in their educational journey, regardless of formal diagnosis.

To ensure continued relevance and accuracy, documentation related to a student's diagnosis must be reviewed and validated every three years by the professional overseeing their development.

3.6.1 IB Diploma candidates

The inclusion and accommodation arrangements for IB Diploma students strictly adhere to the procedures outlined by the IB².

The IB DP coordinator will submit requests for accommodation arrangements only for candidates who provide official evidence, usually a

² Procedures described in *International Baccalaureate Organization*. "Authorization of access arrangements for IB assessments" IN: *Access and Inclusion policy*. International Baccalaureate, pp.15-17. 2023 (updated).

psychological/medical report or evidence from a language test for additional language learners.

These documents will be uploaded onto IBIS together with the educational evidence from the school by no later than November 15 of IBDP Year 2.

3.7 Beyond the School Walls - Promoting Inclusion and Wellbeing in Sports-related Events

Recognizing the importance of sports for wellbeing, the school encourages students to participate in both internal and external events, such as interschool competitions and community clubs. The *Macabiadas*, for instance, not only strengthen our connection to the Jewish community—as they are sporting events specifically for Jewish schools—but also foster socioemotional development and a strong sense of teamwork.

3.8 Rights and Responsibilities

The school is committed to listening to all perspectives and ensuring that decisions are made inclusively, considering the views of students, families, and staff alike. We aim to create an environment where every voice is valued, and every member of the community is treated with dignity and respect.

Students

Rights:

- Students have the right to a supportive, inclusive, and safe learning environment that promotes their academic, social, and emotional development.
- Students have the right to be heard and for their opinions and needs to be considered in decisions about their learning and well-being.
- Students have the right to access the same educational opportunities,

regardless of their individual challenges, in a way that respects their dignity and individuality.

Responsibilities:

- Students are responsible for engaging in their learning process, actively participating in activities, and requesting support when needed.
- Students should be caring and principled, respect the individuality of their peers, and contribute to an inclusive environment where every individual's rights are valued.
- Students are expected to communicate their needs to teachers and staff when they require additional support, ensuring that the necessary actions are taken to support their learning and well-being.

Families

Rights:

- Families have the right to clarity about the school's objectives, strategies, and interventions for their child, ensuring they understand the role the school is committed to fulfilling.
- Families have the right to transparency in the school's actions, decisions, and interventions regarding their child's education and development.
- Families have the right to be informed about their child's progress through regular documentation and to receive updates on the effectiveness of any intervention.

Responsibilities:

- Families are responsible for communicating openly with the school, ensuring a partnership where concerns, insights, and support strategies are shared.

- Families should respect the agreed-upon action plans, engaging with the school to ensure that interventions are applied effectively and collaboratively.
- Families must work with the school as a partnership to ensure that the decisions made are in the child's best interest.
- In situations of disagreement, families and the school should collaborate to ensure the students' well-being and legal rights are upheld while working toward the best possible solution for the child.

Teachers and staff

Rights:

- Teachers and staff have the right to professional development and the necessary resources to implement inclusive practices effectively.
- Teachers and staff have the right to clear guidance from the school leadership in the application of inclusive strategies and interventions.
- Teachers and staff have the right to engage in collaborative planning with families and other professionals to ensure the success of students.

Responsibilities:

- Teachers, counselors, and inclusion team members are responsible for creating an inclusive, supportive learning environment and adapting their practices together to meet the diverse needs of all students.
- Teachers and staff must maintain clear and consistent communication with families, ensuring that they are informed about their child's progress and any strategies or interventions being implemented.

- Teachers and staff are responsible for ensuring that decisions made in the classroom respect the legal rights of the students, while focusing on the best interests of each child.
- Teachers and staff must work together to support the overall development of the student, including academic, social, and emotional growth, through individualized interventions as necessary.

4. Review Cycle

This policy will be reviewed every three years by the school leadership team to ensure its effectiveness and relevance.

Date of last revision: September 2025

Date of next revision: September 2028.

5. References

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