



## **MYP & PYP Inclusion Policy**

The school supports access for students to the IB programme(s) and philosophy.

### **Introduction**

Global Academy of Phoenix recognizes that students come from a variety of backgrounds, and that each student has different learning strengths, challenges, styles, and levels of life experiences. It is the responsibility of each staff member to remove barriers that impede students' learning. Multiple teaching strategies are executed to differentiate instruction and make learning accessible to all.

### **Alhambra Elementary School District Policy**

Alhambra Elementary School District offers a special education program based upon a partnership between regular education and special education. Student programming, based upon individual needs and not eligibility categories, ensures that all children can learn and all educators share the responsibility to make learning happen.

Global Academy of Phoenix (GAP) staff members work collaboratively to plan engaging, differentiated, inclusive learning experiences. With a focus on conceptual learning, explicit and implicit practice of the Approaches to Learning, and connections to the Learner Profile Attributes, new concepts and skills are more accessible to learners.

All GAP staff members will share the responsibility of differentiation and barrier removal. Differentiation support strategies implemented by GAP teachers include (but are not limited to):

- Small group instruction
- Flexible pacing
- Partner and small group collaboration • Alternative products and processes
- Verbal or written support
- Media resource alternatives

Students who are English Language Learners will have integrated and targeted instruction in language development. We have outlined the details of our processes and resources for EL Learners in our *GAP Language Policy*.

GAP staff members utilize the four dimensions of assessment to continuously adjust instruction to address individual learning needs. We have outlined the details of our purpose and practices in our *GAP Assessment Policy*.

At Global Academy of Phoenix, we follow IDEA (Individuals with Disabilities Act), the federal guidelines set up to protect the education of students with disabilities. IDEA is designed to protect students' rights by ensuring that all children receive a free, appropriate, public education regardless of ability level. IDEA provides additional special education services and procedural safeguards to those with disabilities.

Although our teachers work collaboratively and deliberately to differentiate for each learner, there will be occasions when additional support is needed. Global Academy of Phoenix has a Teacher Assistance Team (TAT) and a Child Study Team (CST) to support students and their teachers. When a teacher requires additional support for specific students, he or she will complete a data and referral sheet to schedule a support meeting with the TAT. The TAT meets with the teacher to review the student's strengths and concerns and recommends intervention strategies. Intervention frequency and duration will be set by the team. The teacher will then implement and document interventions for a prescribed amount of time. During TAT follow up the teacher will provide evidence regarding the effectiveness of the intervention strategies. The goal is to intervene early and continuously to allow success for all students.

Interventions recommended by the TAT may not have the desired effect on some students. If the TAT and teacher determine that further support is needed, they may complete a recommendation for the CST, who will schedule a meeting with the teacher. The CST will review data and determine if additional interventions might be effective or if the child is a candidate for special needs testing.

### **Examples of Special Educational Needs (SEN)**

- Specific learning disability
- Cognitive impairment
- Emotional and behavioral disabilities
- Speech and language impairment
- Hearing impairment
- Vision impairment
- Physical impairment
- Autism spectrum disorders
- Gifted learning needs

**Accommodations include, but are not limited to:**

- Assistive technology
- Small group instruction
- One-on-one instruction
- Extended time
- Simplified directions
- Behavioral modifications
- Alternative testing environment
- Accommodated/modified materials
- Homework support
- Para-educator support
- Remediation and enrichment

**Responsibilities of the School**

- Provide teachers and instructional aides with process and procedures for them to follow
- Provide training on differentiated instruction
- Provide data tracking tools
- Stays in compliance with ADA

**Responsibilities of the Special Education Professional**

- Work collaboratively with faculty and parents to abet students with learning support requirements.
- Discuss and elaborate on the students' IEPs so that teachers and aides are aware of the support and accommodations each student requires.
- Maintain records.

## **Responsibilities of the Teachers**

- Teach without discrimination in the most dignifying and respectful manner.
- Meet the requirements set forth in an IEP or 504 plan.
- Provide intervention to those whose data determines a need for additional support.
- Track data on the academic/behavioral growth of the student.
- Collaborate with subject group colleagues and SEN teachers on how to differentiate instruction to meet the needs of all students.
- When unit planning, work with subject-group colleagues to accurately, purposefully plan for differentiation so all students have access to the curriculum.
- Conference with students to set goals, develop steps to reach the goal, and reflect on the outcome as well as the process.

## **Responsibilities of the Parents**

- Work in partnership with teachers and support staff to ensure a quality education for their students.
- Play an active role in their student's education.
- Know what their child is entitled to as a student with educational needs.
- Communicate all changes to the student's learning support documents.

## **Responsibilities of the Student**

- Work toward self-advocacy.
- Work toward being an active IEP team member by participating in discussions regarding their education.
- Work at knowing what they are entitled to as a student with educational needs.

Approved on 08/14/19 IB Implementation Team School Administrators

Reviewed September 2021

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Reviewed September 2023

Reviewed September 2024

Next Review: September 2025

## ***References***

IB Coordinator Support Materials, 2014  
Inclusion Policy for Kyrene Middle School  
Tempe Academy of International Studies - McKemy Campus