



Programme standards and practices

Standard A9:

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

Standard A9a:

The school strongly encourages participation for all students.

Standard B1.5b:

The school has developed and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.

Standard B2.8:

The school provides support for its students with learning and/or special educational needs and support for their teachers.

Standard C1.6:

Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

Standard C2.10:

The written curriculum integrates the policies developed by the school to support the programme.

Standard C3.10:

Teaching and learning differentiates instruction to meet students' learning needs and styles.

Introduction

Global Academy of Phoenix, an IB MYP program candidate school, recognizes that students come from a variety of backgrounds and that they all have different learning strengths, challenges, styles, and levels of life experiences. We work together to remove obstacles that impede students' learning. Part of our culture of students at GAP are those diagnosed with special educational needs. 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.

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

Global Academy of Phoenix uses RTI (Response to Intervention) model to provide intervention to those students that need additional support in their learning. Intervention classes will take the place of one of the student's exploratories, leaving them with 2-3 exploratory classes per year instead of four. RTI is a three tiered model whereas the intensity of the interventions increase based on the needs of the student. The goal is to intervene early and continuously to allow success for all students. RTI may not have the desired effect on some students and at that point, they may be tested for special educational needs.

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

Supports Frequently Used

- 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

Responsibilities of the school

- Provide teachers and instructional aides with process and procedures for them to follow

- Provide training on equitable instruction
- Provide data tracking devices (for intervention data)
- Stays in compliance with ADA

Responsibilities of the Case Manager

- 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.
- Responsible for meeting 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
- Advisory teachers will 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

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

Approved on

Next Review September 2020

References

IB Coordinator Support Materials, 2014
Inclusion Policy for Kyrene Middle School