

Carl Hankey TK-8 Academy Inclusion Policy

Philosophy:

It is the ultimate purpose of Hankey International Baccalaureate Academy's instructional program to meet the needs of all students following the philosophy of Universal Design for Learning principles (UDL). Teachers design learning experiences that allow all students to meet the rigorous standards of the IB program ensuring they have the knowledge, skills, and confidence they need to succeed.

We recognize that all students:

- Have different educational, behavioral, and health needs and can cultivate their own giftedness
- Benefit from different strategies for learning
- Acquire, assimilate, and communicate information at different rates
- Are unique, capable individuals and have the ability to become active, compassionate lifelong learners

The objectives of this policy are to:

- Create an environment that meets the educational needs of all learners
- Ensure that the special education needs of children are identified, assessed and provided for
- Make clear the expectations of all partners in the process (teachers, parents, school administration)
- Identify the roles and responsibilities of staff in providing for student special education needs
- Enable all students to have full access to the richness of the curriculum
- Follow the state and federal mandates that govern special education in California

California Education Code section 56000 provides the definitions and framework for both identification and evaluation of students who may qualify for special education services. Hankey International Baccalaureate Academy will continue to follow the guidelines of the Education Code when determining and implementing special education policy.

Inclusion and Learner Variability

International Baccalaureate defines inclusion as an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire. Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem solving involving the whole school community (p. 2).

Learner Variability:

At Carl Hankey TK-8 Academy, teachers give instruction to diverse learners. We normalize scaffolds so they are available to all students throughout the school, in every classroom or learning environment. According to IB, learner variability is a term that embraces all students and does not exclude on the grounds of strengths, challenges, age, social status, economic status, language, gender, race, ethnicity or sexuality (p. 29). Within this understanding it is recognized that there is no average brain or thus no average student. Learner variability upholds that categorizing students according to diagnostic labels does not provide sound indicators of a student's potential or appropriate teaching strategies.

Barriers to Learning

At Carl Hankey TK-8 Academy, teachers are aware of the many barriers to learning and implement strategies to ensure success for all students. Barriers may include, but are not limited to (p. 4):

- School organization and resources
- Culture and policies
- Approaches to teaching and learning
- Buildings and physical obstacles
- Relationship among the community

IB Standards and Practices Related to Inclusion

SCHOOL STRUCTURE

PURPOSE:

The school's pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate life-long learners. (0101-02)

The school develops a mission, philosophy and/or strategy that includes a holistic approach to education that goes beyond academic development and encourages awareness beyond the individual and the immediate community. (0101-01-0200)

CULTURE

The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

SCHOOL COMMUNITY

ENVIRONMENT

The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)

HOW INCLUSION IS ADDRESSED

ENVIRONMENT

The school identifies and provides appropriate learning support. (0202-02)

LEARNING

Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)

Why

04 The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language.

Student Supports Provide Access to All Learners

Hankey utilizes Capistrano Unified School District's Multi-Tiered System of Support (MTSS) Well-Being Plan to meet the needs of all learners across three domains; Student Well-Being, Teaching and Learning, and Positive Behavior. According to the California Department of Education, "In California, MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success...MTSS offers the potential to create needed systemic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students."

Stages of Intervention

Tier I

According to the Response to Intervention Action Network, "All students receive core instruction as the foundation for learning. Those students at-risk for academic failure on the basis of their performance (and validation of their performance) on screening assessments are then provided supplemental support. Tier I instruction occurs daily."

Tier II

Small groups of students receive instruction when grade level benchmarks are not met. The classroom teacher or qualified staff is responsible for instruction and formative assessments are given regularly to drive instruction and meet the needs of the students. Similarly, students meeting grade level benchmarks are challenged with applying grade level knowledge and skills to other content areas, also in a smaller group setting. Students participate in Tier II instruction for 15-30 minutes of researched based group interventions or extensions 3-4 times per week.

Tier III

Individual interventions are implemented for students not achieving at the expected level while in Tier 2. Students participate in an additional 30 minutes of instruction 3-4 days per week outside of the classroom. The learning specialist, MTSS specialist, or other qualified staff are responsible for this small group instruction, consisting of 3-6 students. Formative assessments and progress monitoring are completed regularly to guide the instruction.

Roles and Responsibilities

To ensure that all students have equal access to the curriculum and are successful, Hankey utilizes a collaborative teams approach, involving Administrators, School Counselor, 504 Coordinators, Elementary and Middle School SPED teams, IB Coordinators, all teachers, and the input and participation of students and parents/legal guardians. We are guided by our goal to be purposeful in our planning and instruction so as to meet the needs of all learners.

The school administration will:

- Raise staff awareness of the needs to differentiate and to work effectively to provide regular collaboration among staff
- Provide support for staff to successfully implement intervention and support student needs
- Ensure staff compliance with state and federal requirements
- Schedule and facilitate timely Student Study Team meetings to afford teachers opportunities to discuss students who are not making adequate progress academically or behaviorally.

The teaching staff and IB coordinators will:

- Comply with state and federal assessment requirements
- Participate in collaboration
- Regularly provide formal and informal assessments to guide instruction
- Provide differentiation to meet learner needs in their classrooms
- Identify struggling learners within the classroom
- Implement appropriate interventions
- Regularly progress monitor student growth
- Refer students who are not making adequate progress academically and/or behaviorally to the Student Study team (SST)
- Maintain accurate records of student progress and interventions

The Special Education Team consists of those teachers holding special education certification (Educational Specialists,), the speech therapist, the school psychologist, and the district's school nurse. These individuals will:

- Follow state and federal laws governing special education
- Work collaboratively as a team to support students with special needs
- Collaborate and share resources with teachers and staff at Hankey International Baccalaureate Academy to provide a more inclusive and accessible learning environment for all students
- Develop goals and objectives for Individual Student Health (ISH), 504 Plans, and Individual Education Plans (IEP) per state and federal laws
- Provide instruction and support in the least restrictive environment for all learners
- Provide differentiated instruction to meet the specific needs and goals of learners identified as English Language Learners (ELLs) and /or Gift and Talented Education (GATE) identified students
- Provide related services (OT, PT, etc.) in accordance with team determination of student needs
- Monitor progress toward goals
- Exit students from special education who have met goals and have demonstrated the ability to be successful in their classrooms without support from the special education team
- Maintain accurate records of student progress

The students will:

- Work to the best of their ability with help from teachers and staff
- Use the IB Learner Profile and the Approaches to Learning (ATLs) to achieve success in school and the community

The parents and legal guardians will:

- Support the school's mission and vision to ensure student learning and success
- Attend parent teacher conferences and meetings
- Maintain communication through various platforms: Talking Points, emails, phone calls, notes etc.
- Support strategies suggested by the school staff

Accommodations for Assessment

Accommodations will be provided so that students can demonstrate their knowledge and mastery of the CCSS and essential learning of a unit of inquiry. Accommodations allow students to express their learning in a way that best meets their needs as a learner. Please see the Assessment Policy for detailed assessments.

Implementation and Review

This program will ensure that practices are in place to provide inclusion and equal access to our IB program for all learners. The policy will be reviewed annually by the pedagogical team and all stakeholders. This policy will be easily accessible on the school's website.

References

[IB Learning diversity and inclusion in IB programmes](#)

Carl Hankey TK-8 Assessment Policy

[Carl Hankey TK-8 Academic Integrity Policy](#)

[Carl Hankey TK-8 Language Policy](#)

[California Department of Education](#)

[RTI Action Network](#)