



Inclusion Policy

GIS is an IB4all school and respects the diversity of students' backgrounds, cultures, and levels of life experiences. This contributes to our school community and inspires teachers and students to be caring, open-minded, and principled. Many teaching strategies are implemented to differentiate instruction, allowing students to have equal access to the curriculum and to grow as learners. Through the PYP and MYP curriculum and instruction, all students (special education, gifted and talented, English Learners, and students not meeting grade level expectations) are provided support in multiple ways.

Goals for the policy:

- To ensure that all students have full and equal access to learning within the PYP and MYP Program
- To ensure that all students have opportunity to develop international-mindedness through interaction with and understanding of the Learner Profile
- To engage staff, students, parents and community in shared responsibility for the success of each student
- To identify and align systems and resources necessary to support all students
- To adhere to national, state, and local laws regarding Special Education

Philosophy

Gateway International School believes that all students can learn and have a right to learn. It is the right of students and staff to have a safe and productive learning environment. A productive learning environment consists of a partnership between multiple educational partners, including; students, staff, and families. The GIS Title I School Compact lists the responsibilities for each person.

Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Come to school on time ready to learn and work hard.
- Bring necessary materials, completed assignments, and homework.
- Know and follow my social contracts and school rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Study or read everyday after school.
- Respect the school, staff, classmates, and families.

Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework.
- Read to my child and/or encourage my child to read every day.
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school dressed appropriately every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's grades and progress in school.
- Participate at school in activities such as school decision making, volunteering, and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Teacher Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide standards-based curriculum and instruction.
- Endeavor to motivate students to learn.
- Have high expectations and help every child to develop a love of learning.
- Enforce and follow social contracts.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning.
- Respect the school, staff, students, and families.

Academically Low Achieving Students

If the regular PYP and MYP classroom setting is not meeting the educational needs of the child, and the general education teacher(s) have followed the Academic Intervention Plan (AIP) or Behavioral Intervention Plan (BIP), the student may need to be referred to the Student Study Team (SST). The purpose of an SST meeting is for teachers, administrators, and parents/guardians to collaborate on ideas to help a student achieve academic progress.

The classroom teacher will complete the proper paperwork which documents any previous classroom interventions that have been made for the student as well as noting the major concerns. This paperwork should be completed fully and given to the Student Study Team Coordinator. Once the SST Coordinator has reviewed the paperwork, s/he will coordinate a date and time for a meeting of all parties involved.

The meeting with parents/guardians, a site administrator, the classroom teacher, and SST Coordinator should be focused on areas of academic or behavioral concern and follow the format that is standard policy for an SST meeting. All parties involved should carefully follow and document any strategies decided upon in the SST meeting.

A follow-up meeting will be scheduled based on student needs and support provided after the initial meeting to discuss progress or lack of progress. The teacher should bring student work samples that

show how the student has been doing over this span of time. At this time, if progress has not been made, or a student has regressed, further interventions may be necessary.

SST can be conducted for low performing or high performing students. A teacher or parents/guardians can ask for a meeting anytime. During the meeting, the team can determine the student needs and plan for differentiated instruction.

The Vice Principal, in cooperation with the Principal, is responsible for ensuring all pertinent information follows the child and is forwarded to the next teacher. The Resource Specialist may be invited to a follow-up SST meeting, if necessary.

Academically High Achieving Students

Students have been provided enrichment opportunities, acceleration or other educational challenges appropriate to the student. The richness of the IB PYP and MYP curriculum creates opportunities for high achieving students on a regular basis. The teachers have been hired based upon their interest in teaching a rigorous inquiry based curriculum. Each child's interests and talents will be cultivated and each will be provided opportunities to engage in challenging and enriching inquiries. GIS wants each student to push and achieve their personal best.

Special Education

Special education is the practice of educating eligible students in a way that addresses their individual differences and needs. It is provided in accordance with the SELPA Local Plan. No student is denied enrollment at GIS due to a disability.

Assessment and Individualized Education Plans (IEPs)

After a student has been through the SST/Intervention process, the team will decide if further assessments are necessary to determine the reason for the lack of progress. This will require parent/guardian permission to test the student for possible learning disabilities.

The assessments given will be based on the student's specific areas of need. All students who are being assessed for academic reasons will receive the following assessments:

- Academic Achievement
- Health Evaluation
- Intellectual Development

Other assessments may include:

- Language/Speech Communication Assessment
- Motor Development
- Social/Emotional
- Adaptive/Behavior

After the assessments have been completed, the Individual Education Plan (IEP) team will meet to discuss the results with the parent/guardian and administration. A student can qualify for special

services if there is a severe discrepancy between a student's academic achievement and his/her intellectual development. This is to be determined by the School Psychologist.

The learning plan, or Individual Education Plan (IEP), within the PYP/MYP programs is specifically designed to meet the needs of the student based on their disability. The assessment results drive the writing of the IEP. This includes writing accommodations to scaffold the curriculum, content, and individual goals for that student to work toward based on their needs.

Services, Accommodations, and Assessments

The services that a student with an IEP or Section 504 receives will include their qualifying disability and accommodations. The intent is to provide support in the least restrictive environment possible. The least restrictive environment is defined as the general education classroom, and is always the goal for all students. Gateway International School believes that all students should be fully included and integrated into the general education environment as much as possible.

There are also times when it is appropriate for students to receive Specialized Academic Instruction (SAI) with the Resource Specialist, being pulled out of the classroom. The duration of SAI services is decided with the help of the team to assist the student in reaching their IEP goals.

IB summative and formative tasks must allow for accommodations and modifications outlined in the student's plan. The Resource Specialist and classroom teacher work together to ensure that there are a variety of ways for the student(s) to be assessed on the content of the unit. We anticipate learner variability, and, therefore, we allow our candidates to access and present the information in a variety of different ways.

Regular classroom teachers must assess students based on their abilities and IEP accommodations/modifications and not mark the work down because of the accommodation or modification. For example, if a 6th grade student has an IEP for reading comprehension, their teacher may give them additional time to complete the assignment according to their plan. Teachers systematically monitor all student progress to ensure that instruction is appropriately differentiated.

When our students are asked to present the information and skills that they have learned, we provide them with inclusive assessment arrangements. Inclusive assessment arrangements are conditions and/or supports made to the assessment process in order for students to demonstrate their knowledge in an equitable way. The PYP and MYP programs are expected to make these inclusive arrangements for their students, with direction from the Resource Specialist.

English Learners (EL)

- Identification of English Learners is done through a home language survey upon enrollment. A student meeting any EL criteria will be given the English Language Proficiency Assessment for California (ELPAC) to determine English proficiency level. All parents/guardians of students identified as EL are notified in writing of the EL assessment and placement procedures for their child. EL students are assessed annually with the summative ELPAC assessment.

- All ELs participate in all curricular and extracurricular activities. GIS teachers are trained in Guided Language Acquisition Design (GLAD). GLAD was developed for teachers to deliver academic content and language while using an integrated, balanced literacy approach for ELs. It benefits students through high-level thinking, academic language, and cross-cultural skills. To further support ELs, we have hired bilingual/trilingual para-educators to do push-in and pull-out support. PYP teachers support ELs in small group instruction during Universal Access (UA) time. MYP teachers support ELs during intervention time.

IDEA

The Individuals with Disabilities Act (IDEA) is a federal law that requires schools to serve the educational needs of eligible students with disabilities. IDEA has two primary goals:

- 1) To protect the rights of students with disabilities: IDEA ensures that all students with disabilities have access to a free and appropriate public education (FAPE)
- 2) To give parents a voice in their child's education: Under IDEA, the procedural safeguards allow the parents to have a say in the educational decisions that the school makes about their child.

IDEA strives to grant equal access to students with disabilities as well as provide additional special education services for students who qualify. Special education services are individualized by determining the needs of the student. These services may include individual or small group instruction, teaching or curriculum modifications, and/or specialized services such as speech or occupational therapy.

Gateway International School assists its staff in making these accommodations and modifications while still being involved in the PYP and MYP programs and being in compliance with federal law. These accommodations and modifications will be determined through the Individualized Education Plan (IEP) or Section 504 learning plan based on student assessments and identified needs.

Although the IB PYP and MYP programs can be demanding, we believe that all students should have equal access to the learning content and are provided multiple ways to demonstrate their learning. Universal Design for Learning (UDL) is a structure for designing curriculum that allows for equal opportunity for all students to learn and represent what they have learned. Both of our PYP and MYP programs support learner variability and respect for different kinds of minds.

Support for Families

Families are invited to support student learning at GIS. Parents/guardians are informed of how GIS provides academic support for students through its Parent/Student Handbook which is provided at the beginning of the year in the student planners, and upon enrollment for students not enrolled on the first day of school. A copy is also shared through our online platform ParentSquare.

GIS connects with families through written and in-person communications. Examples of these communication include:

- Parent/Student Handbook

- ParentSquare (phone calls, emails, text messages)
- School website
- Back to School Night
- Parent Workshops
- Parent Volunteer meetings
- School Site Council (SSC)
- District English Learner Advisory Committee (DELAC)
- Student-Led conferences
- Student Study Team (SST) meetings
- Meetings with teacher(s) and administrator(s)

Opportunities for IB Policy Review

The pedagogical leadership team, consisting of, Head of School, Vice Principal, Instructional Coaches, IB Coordinators, and Lead Teachers reviews the IB policies annually.

Reviewed: August 2022 and November 2022

Next Review: August 2023