

Alturas Preparatory Academy Inclusion Policy

The purpose of the Inclusion Policy is to demonstrate how Alturas Preparatory Academy provides all students with high quality, rigorous, and differentiated learning opportunities. Alturas' model supports students with learning opportunities to create a strong foundation and mastery for their next level of achievement. Students are taught at their instructional levels in small group instruction to meet the needs of our most advanced learners, those who need extra support and to be successful, students below grade level, and also give students the opportunity to achieve and be successful in a mastery-based environment.

Alturas Preparatory Academy strives to provide a rigorous, supportive educational experience and culture for all students. As a team we are committed to ensuring that all students have the knowledge, skills and confidence they need to succeed, with a high quality, challenging, international education that we know is instrumental to support our students' lives.] We also abide by the state guidelines of inclusion of students qualifying for special education services for all academic programs.

Alturas Preparatory Academy is committed to offering a level of support and services to students with diverse academic, behavioral and health related needs. Students with disabilities may be served through a Section 504 Accommodation Plan, Individualized Education Program (IEP) under the Individuals with Disabilities Act (IDEA), or through a differentiated approach utilizing strategies and supports geared for the individual student. All supports are monitored by appropriate team members, and highly supported in the classroom setting with small group instruction often at instructional level.

Types of Services and Supports at Alturas

We believe that no matter the learning ability all students can be properly supported and tracked in the classroom setting with our small group instruction that is often at instructional levels. This allows students to have an inclusive and supportive environment. In a small group instruction, teachers have greater opportunities to understand students' needs in the moment which supports students' understanding of the content. The students grow and increase their engagement and understanding by working with a partner and their group through strong collaboration. In the classroom extra support and assistance will be provided based on the needs of the student. For some students that may look like additional time to complete assignments,

rechecking for understanding, scaffolding of information and use of technology to support learning. For other students, that may be a Section 504 Plan or an Individualized Education Plan.

Definition of Special Educational Needs:

Many of our students have special academic, physical, social or emotional needs that are addressed so each student can be successful. These special needs may include:

- Specific Learning Disabilities
- Emotional Impairments
- Speech and Language Impairments
- Visual Impairment
- Hearing Impairments
- Physical Impairments
- Health Impairments
- Autism Spectrum Disorders
- Cognitive Impairments

Section 504 Eligibility and Accommodation Plan:

A student may be eligible for a Section 504 Accommodation Plan if he/she has a physical or mental impairment which substantially limits one or more major life activities and requires a Section 504 Accommodation Plan in order for the child's educational needs to be met as adequately as the needs of non-disabled students. Eligibility under Section 504 is considered by completing an evaluation by a comprehensive team at the school. If a student is found eligible, a Section 504 Accommodation Plan may be developed if required. Determination of what is appropriate for each child is based on the nature of the disabling condition and what that child needs in order to have an equal opportunity to learn when compared to the non-disabled.

Individualized education plan (IEP):

A student may be eligible for an Individualized education plan (IEP) if they have a disability under the Individuals with Disabilities Education Act (IDEA). Qualified team members at Alturas will review current data, collect additional information if needed, and determine if a child has a disability under one of the categories identified by IDEA. The team will also consider if the child requires specially designed instruction known as special education services and

supports. If an IEP is required, that document will be developed by the parent and required members of our school team. The IEP will cover the current performance of the student, goals, services and supports, testing accommodations and where those services will be provided. The IEP is reviewed at least annually.

Role of Teachers

Teachers, aids, and staff members adapt their instruction to suit individual educational needs and this is supported by the small group instruction at Alturas. All teachers are committed to inclusion and students' needs being meant in the general education classrooms. For students demonstrating academic talents in particular areas, teachers address those needs through classroom differentiation including addressing the instructional level of the student. Regardless of the type of need, teachers collect and analyze data, monitor progress, set and update goals with the students and parents.

Role of Students, Parents, and Guardians

Students strive to the best of their abilities to live the IB profiles in the school environment, at home, and in their community. Students are expected, throughout the school day, that they will strive to be IB and explore their education in rigorous, supportive classroom environments. Students will work in conjunction with their teachers to meet their educational goals, including those with an IEP. All students at Alturas participate in the Diploma Programme and accommodations will be made for students who are unable to take the examinations. Parents work with all staff members at Alturas to better their child's education, and support a positive, safe, and challenging learning environment. The school's high expectations for our learners are supported by parents, and they have the responsibility in collaboration with our staff to reinforce these expectations in the school setting and at home environment. Parents attend meetings and activities throughout the year including:

- Welcome back to school for parents
- Student lead, parent teacher conferences
- Project Nights
- Behavior plan parent meetings
- Out of school educational experiences
- Attending IEP/504 meetings