**Angelo Giaudrone Middle School**

**IB MYP Access & Inclusion Policy**

The Access & Inclusion Policy is a document used collectively by the staff of Giaudrone. It was created in alignment with Middle Years Program (MYP) standards and practices, as well as Tacoma Public Schools Student Services Guiding Principles. The policy aims to provide uniformity and clear expectations for all stakeholders regarding standards and best practices so that all students can fully participate in their IB education.

**Philosophy**

At Angelo Giaudrone Middle School we believe that we can guide students to achieve at high levels. We recognize each student has strengths and areas of growth which necessitate academic, behavioral, and social emotional supports. We are committed to developing knowledge, skill, and social emotional well-being in each of our students. We strive to create classroom environments that support students reaching individual and collective goals.

**Definitions**

**Accommodations** – adjustments made to support a student’s learning process without

altering the content or expectation (changes **how** a student accesses learning material).

**Inclusion** – all students, including students with disabilities, experience meaningful participation in general education settings, both academically and socially (OSPI).

**Individualized Education Plan** – a written document describing the amount of time that a student will spend receiving special education, any related services, and the academic/behavioral goals and expectations for the year (OSPI).

**Modifications** – changes to what a student is taught or expected to learn which alter the

curriculum and learning outcomes for students who are significantly behind their peers (changes **what** material a student learns).

**Special Education** – specially designed instruction that addresses the unique needs of a student eligible to receive services (OSPI).

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| **Multi-Tiered System of Supports (MTSS)** | |
| **Check-In-Check-Out** (CICO) | Provides identified students with goal setting, feedback on behavior, and increased positive adult mentorship |
| **Developmental/Autism Self-Contained Academics Community Communication Employment Self-Help Social Skills (A.C.C.E.S.S.)** | Students receive specially designed instruction addressing their intensive academic and functional needs |
| **Extended Learning Opportunities** (ELOs) | Before or after school academic interventions that support classroom-based instruction |
| [**Highly Capable Program**](https://ospi.k12.wa.us/student-success/learning-alternatives/highly-capable-program) (HC) | Access to accelerated learning and enhanced instruction |
| **Instructional Leadership Team** (ILT) | Focused on improving instruction and student learning |
| **Learning Resource Center** (LRC) | Students receive specially designed instruction from a special education teacher based on individual student learning needs |
| [**McKinney-Vento Program**](https://ospi.k12.wa.us/student-success/access-opportunity-education/students-experiencing-homelessness/mckinney-vento-act) (MV) | Program designed to remove barriers to education for homeless/transitional students and provide educational stability |
| [**Multilingual Learners**](https://ospi.k12.wa.us/student-success/access-opportunity-education/migrant-and-multilingual-education/multilingual-education-program) (ML) | Provides developmentally appropriate instruction in English Language, maintaining respect for the student’s native culture and heritage, and actively resists diminishing a student’s self-worth and pride |
| **Related Services** (Behavior Specialist, Psychologist, Nurse, Speech Language Pathologist, Occupational & Physical Therapist, Vision Teacher, Audiologist, & Counselors) | Provides health related services to identified students |
| [**Section 504**](https://ospi.k12.wa.us/policy-funding/equity-and-civil-rights/information-families-civil-rights-washington-schools/section-504-students-disabilities) | A plan that provides students with disabilities the accommodations, aids, and services they need to access and benefit from education equally with their peers |
| **Student Review Team** (SRT) | Reviews and monitors students of concern, those currently in the special education referral process, and those with Individualized Education Plans (IEPs) |
| **Student Support Team** (SST) | Team designed to support students who exhibit academic or behavioral concerns by connecting them to appropriate interventions |

**Special Education Levels of Support**

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| **Level of Support** | **Who is Responsible?** | **Curricular, Behavioral, & Assignment** |
| **Level 1** General Education | Classroom Teacher | Accommodations |
| **Level 2** Co-Teach | Classroom Teacher +  Special Education Teacher | Accommodations |
| **Level 3** Learning Resource Center/A.C.C.E.S.S. | Special Education Teacher | Modifications |

**Accommodations and Modifications**

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| **Sample Accommodations** | **Sample Modifications** |
| Frequent Check-Ins | Altered Reading Level |
| Preferential Seating | Reduced Assignment Length |
| Simplified Instructions | Reduced Number of Assignments |
| Use of Manipulatives | Reduced Assignment Difficulty |
| Break Assignment into Smaller Chunks | Alternate Assignments |
| Additional Time | Allow Variety of Responses (e.g., verbal) |
| Assistive Technology (e.g., speech-to-text, closed captioning, translation) | Use of Designated Supports (e.g., calculator, multiplication chart, graphic organizers) |
| Frequent Breaks | Word Prediction Software |
| Alternate Space to Complete Assignments | Altered Timelines |
| Check In Check Out | Cueing Expected Behavior |
| Noise Cancelling Headphones | Modeling Expected Behavior |

**Links**

[**Federal Individuals with Disabilities Education Act (IDEA)**](https://sites.ed.gov/idea/)

[**Federal Every Student Succeeds Act (ESSA)**](https://www.ed.gov/essa?src=rn)

[**U.S. Department of Education Free Appropriate Public Education (FAPE)**](https://www2.ed.gov/about/offices/list/ocr/frontpage/pro-students/issues/dis-issue03.html)

[**Washington Office of Superintendent of Public Instruction Special Education**](https://ospi.k12.wa.us/student-success/special-education)

[**Parent and Student Rights (Procedural Safeguards)**](https://ospi.k12.wa.us/student-success/special-education/family-engagement-and-guidance/parent-and-student-rights-procedural-safeguards)

[**Tacoma Public Schools Student Services**](https://tps10.sharepoint.com/sites/ss/SitePages/Guiding-Principles.aspx)

**Policy Communication & Review**

The Giaudrone Access and Inclusion Policy will be available to the Giaudrone community on our school website. Individual requests for the policy or inquiries can be directed to the IB Coordinator.

The Giaudrone Access and Inclusion Policy will be shared annually with Giaudrone students, staff, teachers, and administration. Additionally, the policy will be reviewed by our Instructional Leadership Team in accordance with our MYP self-study process every five years.

**Revised May 2024**