



## Dorothy C. York Innovation Academy, an IB Candidate School\*

### PYP & MYP Inclusion Policy

**Mission Statement:** At Dorothy C. York Innovation Academy, we will navigate global waters by providing rigorous instruction that engages students to reach their highest potential as knowledgeable, caring, and collaborative thinkers.

**Vision:** Admirals will emerge as principled and innovative life-long learners who will create a culturally compassionate world.

#### **Philosophy**

The faculty of York Innovation Academy shares a common philosophy that all students are capable of learning growth when supported appropriately. All faculty members are responsible for identifying and teaching students with unique needs to allow them to reach their highest potential in their least restrictive environment as possible. We believe that all Kindergarten through Grade 8 students can and should participate fully in the IB PYP and MYP at York and strive to proactively remove barriers. York is a Public Magnet School with student seats offered based upon a district computerized lottery system. All students are encouraged to apply regardless of educational background or level.

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.” (*Learning diversity and inclusion in the IB programmes, 2016.*)

#### **Student Body and Staff**

Approximately 24% of our total student population qualifies and receives Exceptional Student Education services.

York serves students in the following eligibilities:

Specific Learning Disabilities (SLD); Intellectual Disabilities (InD); Language Impairments (LI); Speech Impairments (SI); Visual Impairments (VI); Occupational Therapy (OT); Physical Therapy (PT); Other Health Impairment (OHI); Emotional Behavioral Disorders (EBD); Deaf and Hard of Hearing (DHH) Autism Spectrum Disorders (ASD); Developmentally Delayed (DD); Orthopedically Impaired (OI); and the Gifted program.

The Exceptional Student Education (ESE) department is maintained by a full-time ESE Specialist who is fully released from the classroom. The ESE Specialist provides support to all school personnel regarding students with disabilities, oversees paperwork compliance, organizes services, and schedules ESE students.

**ESE Teaching Staff:** 2 Access teachers (modified curriculum), 7 Varying Exceptionalities (VE) teachers (3 PYP teachers and 4 MYP teachers), 2 Behavior Support teachers, 2 Speech Language Pathologists, and 3 Gifted teachers

**ESE Support Staff:** 14 paraprofessionals to support full-time Access classes and regular classes.

**Professional Support Staff:** 1 School Psychologist; 1 Social Worker; 4 School Counselors (2 for PYP and 2 for MYP); 1 English Language Learners (ELL) Teacher and 1 ELL paraprofessional; 1 STEM Resource Teacher; 1 Magnet Lead Teacher; 3 full-time nurses.

### **Federal Laws: FAPE (Free and Appropriate Public Education)**

York Innovation Academy follows all state and federal laws outlined in IDEA: Individuals with Disabilities Act. IDEA requires that public schools develop IEPs for students eligible under both the federal and state eligibility requirements. The IEP is the guideline for the student's educational program at York Innovation Academy. The IEP, designed by the collaborative team, specifies the services required and provided, including the frequency. It outlines the student's present levels of performance, develops goals and objectives, and specifies accommodations and/or modifications provided to the student.

### **Inclusion of ESE students in the PYP and MYP**

As a K-8 IB Candidate school, we include students receiving exceptional education services in all PYP and MYP opportunities, with specific emphasis on the IB Learner Profile and Approaches to Learning skills. In the collaborative planning process, the Approaches to Learning skills guide teachers in reflecting on and identifying learning styles and implement accommodations for the students requiring ESE services. Differentiating instruction is a crucial component of planning and helps us address the diverse needs of our students.

### **Continuum of Services**

The following services and classes are available according to the needs of students as indicated on their IEPs:

1. PYP & MYP Consultation Services: This model involves minimal direct contact with ESE services. The ESE teacher is responsible for monthly consultation with the regular education teacher to make sure these students are making adequate progress according to their IEP goals and objectives.
2. PYP & MYP Support Facilitation Services: This model incorporates the ESE teacher supporting students in the general education classroom on their IEP goals and general education curriculum as the general education teacher delivers instruction.
3. MYP Behavior Support Classes: These classes focus on teaching school-related and socially acceptable behaviors in order to return to the general education setting once they have developed appropriate coping strategies for their emotional and behavioral well-being. Students in the Behavior Support program receive resource services in Reading, ELA, and Math to promote academic learning in a small group setting.
3. PYP & MYP Self-Contained Access Classes: Students in these classes have significant impairments which impacts them in working with FL state standards and HCPS general education curriculum. Mastery is demonstrated through the FL Access Points and Alternate State Assessments. Students in the Access classes participate with General Education students to the highest extent possible based upon their individual needs. Students are served by an ESE certified teacher and paraprofessional in the classroom.
4. PYP Kindergarten Inclusion Class (KICS): We have 2 blended Kindergarten classroom with 5 ESE students and 10 typical general education peers. There is a general education teacher and a full-time paraprofessional in each classroom with ESE support.

## **Multi-Tiered Systems of Support (MTSS)**

All students in the state of Florida are monitored by MTSS through a Response to Intervention (RTI) model. York utilizes the Hillsborough County Public School (HCSP) four-step process as a method of identifying, implementing, and evaluating educational solutions designed to improve student growth and performance. The steps include:

1. Problem identification
2. Problem analysis
3. Instructional/intervention planning
4. Response to instruction/intervention

Students receive support through a tiered system.

Tier 1: Core Universal Instruction and Supports for ALL Students – The general academic and behavior instruction and support designed and differentiated for all students in all settings to support the full continuum of student needs.

Tier 2: Targeted Supplemental Interventions and Supports for Some Students – The academic and behavioral instruction and intervention that is provided to students who show a need for help in addition to the instruction they receive at Tier 1.

Tier 3: Intensive Individualized Interventions and Supports for a Few Students- The academic and behavioral instruction and intervention that is provided to students who show a need for intensive and individualized help that is provided in addition to Tier 1 and Tier 2.

Hillsborough County Public Schools: [Multi-Tiered System of Supports / Overview \(hillsboroughschools.org\)](https://hillsboroughschools.org/multi-tiered-system-of-supports/overview)

## **Responsibilities of ESE and General Education Teachers**

- Partner with families and support service personnel to address students' academic and social/emotional needs.
- As a team, write and implement Individual Education Plans (IEP) that include appropriate accommodations, modifications, and goals/objectives for both ESE and gifted services.
- Fully include students receiving exceptional education services in all PYP and MYP opportunities, with a specific emphasis on the IB Learner Profile and Approaches to Learning skills.
- York will provide appropriate testing accommodations and/or testing environments for students with exceptional needs for state and district testing.
- Schedule students in the appropriate classes as dictated by the IEPs for both ESE and gifted students.
- The team will collaboratively and regularly review and revise students' IEPs to meet their individual needs.
- Maintain accurate records and systematically collect data for progress monitoring.
- Conduct, create and implement Functional Behavioral Assessments (FBAs) and Positive Behavior Intervention (PBIS) Plans to support student behavior and progress.
- Respect privacy laws and maintain confidentiality. Only direct support services personnel will have access to student records.
- The school psychologist maintains the authority to administer psychological and educational evaluations. The team will collaborate using this data.
- All teachers are required to take 20 hours of ESE training every 5 years per Florida State Certification.

### **Credits**

York Innovation Academy's Inclusion Policy is modeled after fellow Hillsborough County, Florida IB World School: Greco Middle Magnet School

### **Policy Review**

This policy will be reviewed on a yearly basis by the IB coordinator, ESE specialist, administration and staff, allowing for input from stakeholders. The coordinator will adjust the policy as needed, insuring compliance with the IB and HCPS policies.

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*\*Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP) or the Career-Related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit [www.ibo.org](http://www.ibo.org).*