

# **International Academy @ P-CEP**

## **Inclusion Policy**

The IA@P-CEP is part of a larger school community made up of nearly 8,900 students and has 500 teachers, para-professionals, and support staff. The community is situated in an increasingly diverse community with more than 30% of students identifying as minorities and 20% qualifying for . Within this community, our staff is actively working to remove barriers for students. As a school community, we aim to increase student access to honors, Advanced Placement (AP), International Baccalaureate (IB), Career Technical Education (CTE).

We believe each student is unique and as a result may require additional supports through their high school career. A disability may be perceived as mild to severe. Every disability, however, has one thing in common. Whether physical, mental, emotional, sensory or a developmental delay, these disabilities can interfere with typical classroom learning. Special education is specially designed instruction to help students with special needs reach their maximum potential.

The schools and residents within the Plymouth-Canton Community Schools District have a long-standing belief that all children are entitled to the full benefits of a public education. This belief is supported by State and Federal laws, e.g., the Individuals with Disabilities Education Improvement Act, known as IDEIA. These laws recognize that every individual is unique, and that, while everyone can learn, the ability to learn, the rate at which each individual learns, and the support necessary to ensure opportunities are maximized varies individually.

Michigan Law, under ACT 451 of the Public Acts of 1976, requires that special education support be available to all eligible children, from birth to age 26, or graduation. Persons residing within the Plymouth-Canton Community Schools, qualified to receive special education support, will be provided with appropriate programs and/or services by a local educational agency (LEA), the intermediate school district, and/or through an approved contract agreement. The types of support provided for each student vary depending on individual needs.

There are many federal and state laws that apply to students with certain classifications. Some students may not meet the requirements for these classifications. Within the school, many interventions can occur that would be afforded to all students, these are known as RTI. This might include informal accommodations set up with the counselor, student, parents, and teachers with the aim of increasing success for the student, it may be a precursor to a legally-binding classification of support. Whenever possible, the IA@PCEP encourages families to seek the formal designations of 504 and IEP when managing a diagnosed condition as these official documents can support students in obtaining additional support in daily classroom learning as well as standardized testing. They are legal documents that follow students to university to continue supporting student success.

# **Admissions Policy**

Plymouth-Canton Community Schools and the IA@P-CEP believe that all students can learn. To that end, we have an open access policy for students interested in taking the IB Diploma Program either as full diploma candidates or taking one or more Diploma Program courses.

Our course offers pathways for all students. We are proud to support all students with the desire to participate in the IB Diploma Program. The inclusion/admissions policy is part of a larger philosophy of teaching, learning, and assessment at the IA@P-CEP.

## **Policy Review**

IB teachers strive to be reflective. To that end this policy will be reviewed and modified, if needed, and the communication will be presented to all stakeholders. The review of this policy and others will take place with the support of the Diploma Program Staff and Coordinators.

Last revision: 2024