



INCLUSION & ACCESS POLICY

2024-2025 Academic Year



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TARBIYAH ACADEMY
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Mission Statements

Tarbiyah Academy Mission

Tarbiyah Academy's objective is to provide the highest caliber of education and a solid Islamic foundation to develop socially responsible, well-rounded American-Muslim children. TA will provide our children the opportunity to learn and grow in a nurturing, creative environment focused on healthy child-development. Our mission is to shape productive leaders of society.

IB Mission Statement

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Authorization/Candidacy Status

Tarbiyah Academy is an authorized school for the International Baccalaureate (IB) Primary Years Programme and is a candidate school for the IB Middle Years Programme.

IB World Schools share a common philosophy—a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high-quality programmes of international education that share a powerful vision.

*Only schools authorized by the International Baccalaureate can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme or the IB Career-related Certificate (IBCC). Candidate status gives no guarantee that authorization will be granted.

For further information about the IB and its programmes, visit www.ibo.org

IB Learner Profile

The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. As IB learners we strive to be:

INQUIRERS: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS: We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING: We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED: We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Tarbiyah Academy exclusively offers the International Baccalaureate (IB) program, and all enrolled students are active participants in this enriching framework. Our mission is to nurture every student into a lifelong learner. In pursuit of this goal, our teachers and administrators work collaboratively with students and parents to address and support the diverse needs of all learners. Through this partnership, we aim to create an inclusive environment where every student can thrive. The following policy outlines how Tarbiyah Academy implements its mission.

Admissions Process

Tarbiyah Academy utilizes every available resource to meet the needs of its students, including well-designed instruction based on current, research-based best practices. One of the primary goals of the admissions process is to identify any exceptional learning or behavioral concerns that may fall beyond the scope of the school's current interventions. This determination is made through student assessments, careful review of transcripts, teacher recommendation letters, and a teacher evaluation after the prospective student spends a day at Tarbiyah Academy.

Tarbiyah Academy admits students whose educational needs can be met within the resources and interventions available. When the school admits students who require additional support outside the classroom, parents and the schoolwork together to ensure that those needs are appropriately addressed.

Identifying Student Needs

In addition to Unit of Inquiry (UOI) and subject-specific summative assessments, Tarbiyah Academy uses various forms of assessment throughout the year to continuously monitor student progress, measure growth, and quickly identify potential areas of concern requiring academic intervention. Students in grades K-2 undergo the Fountas and Pinnell reading assessments three times a year, while upper-grade students are tested at least once using the same assessment. Additionally, all students take the MAP test three times a year. The data from these assessments provides teachers with valuable insights into each student's strengths and weaknesses, informing their future planning.

Beyond academic concerns, teachers are encouraged to observe and document patterns of disruptive behavior in the classroom. When standard behavior management strategies—such as reflection sheets and parental communication—do not resolve these issues, the student may be identified as needing additional support. Once concerns are flagged, teachers collaborate with one another, the school counselor, and the administration to provide targeted interventions. The school counselor may also observe and meet with the student to explore any underlying factors contributing to the behavioral challenges. If interventions do not yield the desired outcomes, a meeting with the parents is scheduled to discuss next steps and create an action plan.

The administration works closely with parents to ensure that every effort is made to provide the student with the necessary support to succeed at Tarbiyah Academy.

Differentiation

The student body at Tarbiyah Academy reflects a wide range of learning needs, and the school is committed to supporting gifted students, those with significant learning challenges, and all learners in between. Teachers collaborate closely with colleagues and administrators to develop instruction that addresses the diverse needs of all students. Standard practices at Tarbiyah Academy include Daily 5 (primarily for ELA, Arabic, and Quran), Daily 3 (for math), leveled Arabic and Quran classes for grades 4-6, flexible seating, and the use of fidgets. Both Daily 5 and Daily 3 provide students with choices, facilitate small group instruction, and enable teachers to deliver accommodations or interventions.

Teachers differentiate their instruction and assessments in both process and product to meet the unique needs of each student. Teachers will implement a variety of teaching methods to allow for some independent work, group work, and work that allows movement in the classroom. The ultimate goal is to help all students grow and develop into lifelong learners by building on their individual strengths.

Examples of differentiation that teachers may implement in the classroom include:

- Checklists
- Individual copy of instructions
- Individual timer
- Teacher check-ins
- Leveled reading texts
- Frequent breaks
- Scaffolding of assignments – outlines, graphic organizers, sentence stems, etc.
- Choice boards
- Extended deadlines

When a student's needs exceed what the teacher can reasonably provide in the classroom, a support teacher is assigned to assist. This support may take place within the classroom or through pull-out sessions. Tarbiyah Academy employs support staff to work with students identified as needing additional assistance beyond what the classroom teacher can offer.

Support Teachers

To further enhance the support provided to students, when a student's needs exceed what the teacher can reasonably accommodate in the classroom, a support teacher is assigned to assist. This support may occur within the classroom or through pull-out sessions, ensuring that students receive the individualized attention they require.

Tarbiyah Academy employs support staff for math, Arabic, and Quran, as well as a part-time reading intervention teacher who works with students identified as needing additional assistance beyond what the classroom teacher can offer. This collaborative approach ensures that all students can thrive academically and develop the skills necessary for lifelong learning.

Math Support

At the beginning of the year, students are assessed using a benchmark standards-based end-of-year grade level assessment. Students who demonstrate a thorough understanding of all math standards for their grade level are given the opportunity to either progress through the grade level math curriculum at an accelerated pace or begin the curriculum for the following year. In classes where students in the Primary Years Programme (PYP) are placed at an accelerated level, a math support teacher is assigned to work with these students several periods each week. The classroom teacher plans and oversees the instruction, and when the support teacher is not present, students either meet with the classroom teacher or are assigned independent work.

At the Middle Years Programme (MYP) level, all incoming middle school students complete a math assessment during the summer prior to the start of the academic year. This assessment determines the appropriate math level for each student. All students attend math class, where the math support teacher is present to assist the classroom teacher in addressing the diverse needs of all students.

Arabic Support

At the beginning of the year, students in Arabic language classes are assessed to determine their proficiency levels. Students who are at a very beginning level of Arabic, such as those with little to no knowledge of the Arabic alphabet, will receive additional support from the Arabic support teacher. This support may take place either within the classroom or through separate sessions. The goal of these sessions is to help students reach a level where they can join the rest of the class in the curriculum or come close to that level.

Quran Support

Students come to school with varying levels of Quranic reading proficiency. At the beginning of the year, they are assessed to determine their reading and memorization skills. Based on these assessments, students receive individualized or small group instruction to build fluency in reading and memorizing Quranic verses.

The curriculum begins with learning the Arabic alphabet, progressing to reading small words and phrases, and eventually developing fluency in reading the Quranic text while mastering the unique rules of Quran recitation. Simultaneously, students memorize selected verses and chapters that they use in their daily prayers.

The school has established a memorization track for all students, guiding them to achieve their memorization goals. At each grade level, instruction includes specific reading rules that most students follow. Those who are either ahead or need additional support receive differentiated instruction from the Quran teacher or a support teacher.

Other Means of Support

There are other ways that Tarbiyah Academy seeks to support the learning needs of its students. Some

teachers may work with students outside the classroom through after school tutoring. If the school has Title 1 funds available, specialists will be hired to work with students (usually during school). In some cases, parents are referred to Child Find Services with Howard County, through which students receive services at their local public school during the school day. Also, parents are sometimes asked to provide their child additional support outside of school such as tutoring. All interventions are evaluated regularly to ensure student progress.

Student Intervention Plans

Despite thorough evaluations during the admissions process, some students may have needs that go beyond what the teacher can accommodate within the regular classroom setting. At the start of the school year, teachers conduct benchmark assessments to establish a baseline for academic progress. They also collect data from various assignments and learning experiences through formal and informal assessments. In addition, teachers observe students' demeanor, behavior, and interactions, noting specific skills and needs.

Based on the collected data, teachers make instructional adjustments to support students. These adjustments may include changes in seating, providing fidgets, or working with students to establish routines that help them adapt to the classroom environment. Teachers may also seek guidance from colleagues, the PYP Team Lead, the IB Coordinator, the guidance counselor, or the Head of School to better support students. All adjustments and accommodations are documented in the "Teacher Notes" section of Toddle. Teachers are expected to try each strategy for a few weeks before moving on to another, allowing students time to adapt.

If a student continues to struggle academically or behaviorally after several interventions, an official intervention plan may be required. Around the middle of Term 1, the Head of School and guidance counselor begin holding intervention plan meetings with grade-level teams. During these meetings, students who need academic or behavioral support (or both) are identified. The team discusses the student's challenges, what strategies have been tried, and what has or has not worked. They then identify key areas of focus and develop specific, targeted accommodations for the student.

All teachers working with the student are required to implement the accommodations consistently to evaluate their effectiveness. Once the plan is created, the homeroom teacher notifies the parents about its implementation. Teachers are also responsible for keeping records of the student's progress and communicating updates to parents through periodic emails.

At the end of Term 1 or the beginning of Term 2, the team reconvenes to assess the student's progress and determine whether the plan needs revisions. The team may decide to continue the current accommodation if the student is making progress, or they may update the plan with new strategies. If the team finds that the student requires more support than the school can provide, parents will be asked to seek external evaluations, either through the local school system or a medical professional.

The ultimate goal is to ensure the student's success. Parents are expected to comply with recommendations for external evaluations if needed. If parents do not take action, and the student continues to struggle, the Head of School may withhold re-enrollment for the following school year until the external evaluation is completed.

Assessments

Assessments are essential for monitoring, documenting, measuring, and reporting student learning. Among these, formative assessments are particularly important as they allow teachers to gather feedback and adjust teaching strategies to support student progress. Conducted throughout a unit, formative assessments may be formal or informal and are seamlessly integrated into teaching and learning activities. Through these assessments, teachers gather valuable insights, especially about individual students' needs, by observing learning in real time. This enables them to provide targeted scaffolding or enrichment to support each student's growth.