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Inlet View Elementary School IB PYP Inclusion Policy

IB Standards for Inclusion

International Baccalaureate Programme Standards and Practices:

Student support 2: The school identifies and provides appropriate learning support. (0202-02)

Student support 2.1: The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100)

Student support 2.2: The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200)

Student support 2.3: The school provides staff, facilities and resources as outlined in their inclusion policy. (0202-02-0300)

Student support 2.4: The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students. (0202-02-0400)

Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)

Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

Purpose of Policy

The purpose of this Inclusion Policy is to outline the schools' procedures and expectations as they pertain to inclusion of students at the school and the development of a culture where all students reach their full potential. The goal is to make our policies transparent and equitable for all learners and provide access to the PYP for all students. The policy will define the roles and responsibilities of each stakeholder (staff, students, and families) and define the structures and systems needed to support all students.

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Beliefs

- All students have the right to an education.
- All staff and students recognize that each individual has unique learning needs.
- All students will be taught using language and materials that reflect the diverse backgrounds and experiences of our community.
- Teachers will design units based on the diversity of individual students' strengths and learning styles.
- Curriculum will be aligned to AK State standards and the IB philosophy and allow for differentiation through enrichment and remediation.
- The learning environment must encourage and nurture inquiry, open-mindedness, and critical and creative thinking skills.

Practice

At Inlet View Elementary, all students receive instruction that enables them to succeed within the range of their approaches to learning, abilities and interests. Differentiation is utilized as the process of identifying, with each learner, the most effective strategies for achieving agreed-upon goals. Flexible grouping within and among classrooms, tiered lessons, use of pre-assessments and formative assessments to discover students' strengths and areas of focus for targeted instruction, open-ended learning engagements, and provision of materials (such as leveled reading materials, enrichment packets, choice menus, and online reading/math programs) are designed to address students' levels of readiness.

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Responsibility

At the heart of the work of every successful program is a continuous cycle of planning, teaching, and assessing which takes account of the wide range of abilities, aptitudes, and interests of children. In order to ensure that all students have equal access to the curriculum and are successful, we recognize the need to be purposeful in our planning and instruction for students with special needs.

The School will:

- provide training to enhance staff knowledge of inclusive practices and cultural responsiveness
- raise staff awareness of the needs to differentiate and to work effectively to provide regular training, coaching, and staff development
- ensure staff is compliant with state and federal requirements
- provide time for co-teaching collaboration and planning

The Special Education Team will:

- follow state and federal laws governing special education
- comply with the Individualized Education Plan (IEP) or 504 that has been written by the school team and parent(s)
- work collaboratively as a team to support students with special needs

The Teacher will:

- comply with state and federal assessment requirements
- participate in provided trainings
- regularly provide formal and informal assessments
- provide differentiation to meet learner needs in their classroom

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- implement appropriate interventions
- comply with the Individualized Education Plan (IEP) or 504 that has been written by the school team and parent(s)
- regularly progress monitor student growth
- refer students who are not making adequate progress to the Multi Tiered Systems of Support team (MTSS)
- actively participate in differentiation for all students as well as Positive Behavioral Intervention Support (PBIS) for students
- maintain accurate records of student progress

Special Education Services

Students who qualify for special education services receive daily or weekly support from the school special education resource staff. Students' academic deficits are addressed with research-based curriculum in reading, math, and writing using a pull-out and/or push-in model. The majority of Inlet View Elementary students receiving special education support have a specific learning disability, emotional/behavioral disorder, Autism Spectrum Disorder (ASD), Developmental Delay (DD), Other Health Disability (OHD), Speech and Language impairment (SLP), and Developmental Cognitive Disability (DCD). Our special education staff collaborates closely with classroom teachers to assist in providing modifications in the classroom so students can participate in the general/PYP curriculum as much as possible. Support is also provided for IGNITE (Including Gifted Needs in Today's Education), and English Language Learners (ELL) using a pull-out and/or push-in model depending on the level of students' needs.

Support for staff

- Teachers can refer a child who is not demonstrating adequate progress to the MTSS team. The MTSS team is composed of teachers, specialists, and special education staff to provide/brainstorm ideas or interventions for teachers to implement in the classroom.
- Teachers implement interventions and progress monitor students to evaluate the effectiveness of the intervention(s).

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- If a student shows adequate progress, the intervention will stay in place. If the intervention is not successful, further assessment or new interventions will be developed.
- Teachers can collaborate during PLCs (Professional Learning Communities) about ways to differentiate and meet all learners' needs.

Support for families

- Families may request that their child is referred to MTSS and/or evaluated for special education services. The team will meet to brainstorm ideas to help at home, as well as interventions the classroom teacher will implement. Follow up meetings will be scheduled as needed.
- We provide multiple opportunities for families to learn about our school such as weekly school and classroom newsletters, school website, parent-teacher conferences, and meetings with school staff and administration as needed.