



***\*Arroyo is an authorized Primary Years Programme school and is currently a candidate school for the International Baccalaureate (IB) Middle Years Programme and pursuing authorization as an IB World School.***

## **Inclusion Policy**

***Through reflection and inquiry, we strive to be an action-driven community of knowledgeable and caring world-changers.***

*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 IB Programmes (IBO)*

### **Philosophy**

Arroyo's educational beliefs and values reflect the IB Philosophy. We believe that it is the role of the school to implement the Primary and Middle Years Programmes as inclusive programs for all students with an aim to increase access and engagement in learning. We believe that every student can learn and be successful and that all students have the potential to positively impact the school community. By addressing the unique needs of our students, we strive to develop and empower globally-minded citizens who are confident, open-minded, risk-takers who will take positive action in their world.

### **Universal Instruction For All**

All students at Arroyo participate in the general education curriculum and activities of their peers in grade level and/or content courses. We believe that all students, even those with extensive support needs, will be more successful when they learn in the general education setting with their same-age grade level peers. Grade level educators are responsible for all students, including students with Individualized Education Plans (IEP), English language learners, and GATE students. All students with exceptional needs are included in the general education curriculum through various instructional strategies.

Full access for all students is made possible through collaborative planning across staff of various areas of expertise. To do this, Arroyo embraces *non-categorical service delivery*. That is, regardless of the title of an educator or category of student need, educators and other staff work with all students. When teachers and staff support all students, instruction and supports are respectful, flexible, and effective at meeting students' diverse needs.

Using the Multi-Tiered System of Supports (MTSS), Arroyo promotes academic, behavioral, and social-emotional success for all students. Arroyo uses a variety of universal screening tools and we use the data to respond with additional or differentiated support when needed. These additional supports are made available for all students, regardless of eligibility of special education or other student support services.

### **Rights and Responsibilities**

#### **Inclusive practices ensure that all *students* have:**

- Equitable access to general education curriculum and extracurricular activities
- Learning barriers and disadvantages removed
- Access to learning environments and activities that reflect their social, cultural, and linguistic experiences
- The services that are legally required for them: English Language Development (ELD), Gifted and Talented Education support (GATE), RSP or SDC for students with IEPs, 504 accommodations/modifications, etc.

#### **Inclusive practices ensure that all *teachers and staff*:**

- Share responsibility to educate all students in our school
- Employ culturally appropriate practices
- Provide learning environments that reflect students' social, cultural, and linguistic experiences
- Make learning relevant for all students by affirming their identity
- Meet legal requirements for students with special needs (IEP, GATE, English Learners, 504s)

#### **Inclusive practices ensure that *parents and families*:**

- Are active participants in the learning process
- Feel welcome and safe to voice their opinions
- Are provided with equal opportunities to participate in school decision making
- Are provided with information about school practices regarding academic, behavioral, and social-emotional instruction and supports
- Can request an IEP meeting

Staff and parents have the right to initiate the referral process for intervention, progress monitoring, and potential special education assessment.

### **Legal Requirements for Special Education Services**

The IEP team consists of parent(s), general education teacher, special education specialist(s), and administration/designee. When necessary it may also include the school psychologist, school nurse, and/or district representative. Initial and annual IEP meetings are held to review student's areas of need and determine which supports would best meet that student's needs. Every three years a triennial review is held to determine continued eligibility within the special education setting.

Students receive services based on their individual needs. Students in the Mild/Moderate

Special Day Class are provided support to address their individual needs and to expose them to grade level curriculum. This is a self-contained class, however, when the IEP team determines that a student is capable of being successful within a general education class, opportunities are available for inclusion. The Resource program addresses needs in the areas of Language Arts, Writing, and/or Mathematics using both an inclusive and pull out model. The special education staff also collaborates with classroom teachers to help provide accommodations and/or modifications in the classroom to enable the student to more fully participate in the general PYP and MYP curriculum.

Specialized services such as Speech and Language, Occupational Therapy, Adapted Physical Education, Vision, Orientation and Mobility, and Deaf and Hard of Hearing services etc. are provided in the least restrictive environment as outlined in students' IEPs.

### **Policy Review Process**

The Arroyo leadership team, classroom teachers, and parents are involved in the development, agreement, and review of the inclusion policy. The inclusion policy is available for the learning community to access. All Arroyo staff are responsible for communicating the inclusion policy to the learning community. The policy is reviewed yearly.

### **Bibliography**

IBO. 2016. Learning Diversity and Inclusion in IB Programmes: Removing Barriers to Learning. Geneva, Switzerland. International Baccalaureate Organization.

IBO. 2018. Primary Years Programme: The Learning Community. Geneva, Switzerland. International Baccalaureate Organization.

IBO. 2018. Access and Inclusion Policy. Geneva, Switzerland. International Baccalaureate Organization.

Swift Education Center. 2022. School Integrated Framework for Transformation Fidelity Integrity Assessment. Lawrence, Kansas. Lifespan Institute.