



# Sinagua Middle School International Baccalaureate World School

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## Inclusion Policy

### **Philosophy and Rationale**

Sinagua Middle School, as an International Baccalaureate (IB) Candidate school, must have in place four policies that guide the program's implementation and development.

The Inclusion Policy aims to match the goals and standards found in an IB Education. Inclusion is defined as an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.

Sinagua Middle School (SMS) recognizes that learning strengths, challenges, and styles vary with each student. Thus, SMS accepts and celebrates the diversity of its students and strives to eliminate potential barriers that may hinder a student's academic, behavioral, and social-emotional success in the learning environment. Our teachers incorporate best practices and differentiation within all learning experiences to provide opportunities that are accessible to all students.

### **Flagstaff Unified School District (FUSD) Policy:**

Flagstaff Unified School District offers various programs to accommodate all students to ensure they receive a quality education. In order to guarantee every student's needs are met, SMS offers a variety of special, general, and gifted education programs. These programs help ensure that all students are included within the academic learning community. In addition, SMS has several emotional support services and workers such as counselors, a psychologist, and a social worker to accommodate a student's behavioral and social-emotional needs.

At SMS, the Individuals with Disabilities Education Act (IDEA) is enforced to protect the education and rights of students with disabilities. Under IDEA, students are guaranteed free and appropriate education for their specific ability levels. If a student has not been diagnosed with a learning disability, but there is suspicion that a student may qualify, an intervention meeting may be conducted to evaluate a student and see if further interventions are needed.

Furthermore, SMS upholds Section 504 of the Rehabilitation Act of 1973, which prohibits the exclusion and discrimination against people with disabilities within programs and institutions that receive federal funding.

All FUSD schools, SMS included, work to ensure that all students, regardless of external factors, are safe and have access to the champions and supports they need to succeed in college, career, citizenship, and life. At SMS, we practice these core values daily to provide inclusive education for each and every student.

**Current Accommodations and Modifications (not a comprehensive list):**

- Individualized Education Plans (IEPs)
- 504 Education Plan
- Universal Design for Learning (UDL)
- Assistive technology
- Small group instruction
- Extended time
- Organizational support
- Alternate testing environments
- Accommodated and modified materials
- Paraprofessional support
- Homework support after school

**List of programs and resources (teaching practices or tools)**

- General Education Resource Program
- English as a Second Language (ESL Program)
  - All teachers certified in Structured English Immersion (SEI)
- American School for the Deaf and Blind
- Special Education Life Skills Program
- BEACON program
- Speech and Language Therapy
- Social Work
- School Psychologist
- Counselors

- Academic Clubs and Programs (including, but not limited to): Homework club, tutoring, Middle School Institute of Technology and Engineering, Coding, Robotics, Puente de Hozho Language Academy
- Media Center service supports

## Stakeholder Responsibilities

- **Responsibilities of the School:** SMS will provide teachers with several supports to ensure that students are provided inclusive education. Teachers and aides will be provided with procedures to follow, training on equitable instruction and UDL, and data collection tools to track progress. SMS will be responsible for ensuring that all parties stay in compliance with ADA guidelines.
- **Responsibilities of the School Counselors and Psychologists:** SMS counselors and psychologists will work with the teachers, case managers, guardians, and administrators to ensure that IEPs/504s are up to date. The SMS counselors may schedule meetings to review IEPs and 504s with relevant stakeholders.
- **Responsibilities of the Case Manager:** SMS case managers will work collaboratively with general education teachers, guardians, and students to make sure that learning support requirements are being met. Case managers are responsible for ensuring that records for their students are maintained and updated when needed and encourage their students to give their best effort. Case managers may also schedule meetings to review IEPs and 504s with relevant stakeholders.
- **Responsibilities of the Teacher:** SMS teachers must teach each student in the classroom with care and respect. SMS teachers will attend IEP and 504 meetings for their students and actively follow the requirements stated in a student's plan. Teachers will differentiate their instruction in order to accommodate all learners in the room to provide equitable access to learning.
- **Responsibilities of the Guardian:** Guardians of the SMS student will collaborate and communicate with the faculty at SMS to ensure that their student is receiving a quality education. Guardians must be aware of their child's rights in terms of educational needs and support and actively participate in their child's education. They will attend meetings to review IEPs and 504s.

- **Responsibilities of the Student:** SMS students will advocate for themselves and their educational needs by communicating with their teachers and guardians. Students are expected to be active members of their IEP or 504 teams by expressing their needs and ideas to the team members. Students will be *Risk Takers* with their education and actively try their best.

#### **Connection to IB Learner Profile:**

- **Caring** - inclusion of all learners regardless of background, abilities and demonstrating compassion
- **Open-minded** - learners are able to recognize and appreciate differences and diversities
- **Principled** - ensuring that all learners feel valued and constantly looking for more effective strategies for creating and maintaining an inclusive environment

#### **Programme Standards and Practices:**

**Standard A:9:** The school supports access for students to the IB programme(s) and the philosophy.

**Standard B2:8** The school provides support for its students with learning and/or special educational needs and supports their teachers.

**Standard C1:6** Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

**Standard C3:10** Teaching and learning differentiates instruction to meet students' learning needs and styles.

#### **Guarantee of revisions**

SMS will review the Inclusion Policy annually.

- Written: Fall 2020

#### **Works referenced**

- Coconino High School IB website
- Inclusion Policy for Global Academy of Phoenix
- FUSD Board of Education Mission and Policies
  - <https://policy.azsba.org/asba/browse/flagstaff/flagstaff/IHB>

- Principles to Practice 2017