



PYP INCLUSION POLICY Leland Public School

“Inclusion is the learner profile in action, an outcome of dynamic learning communities.”
(The IB guide to inclusive education, IBO)

PHILOSOPHY

At LPS, we believe that every individual should feel accepted, safe, and valued. Inclusive classrooms provide all students, regardless of their gender, race, culture, disability, or medical needs with equitable access and opportunities to succeed.

PURPOSE

We share the IBs belief that “inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support, and problem solving” (The IB guide to inclusive education, IBO). Every effort is made to provide the least restrictive learning environment that appropriately matches the needs of each student.

SUPPORT for INCLUSION

Successful intervention begins with quality teaching and is a collaborative effort between students, teachers, school, and parents.

Students will

- develop and demonstrate the attributes of the learner profile
- take ownership of their learning by setting challenging goals and pursuing personal inquiries
- pursue opportunities to explore and develop their personal and cultural identities
- remain open to others and to the world and cognizant of our deep interconnectedness

Teachers will

- remove barriers to learning to enable every student to develop, pursue, and achieve challenging personal learning goals
- differentiate & scaffold instruction to meet the diverse needs of their students
- accommodate and modify assignments and assessments as specified by student IEPs and 504 plans
- support students' academic, behavioral, social and emotional needs
- plan collaboratively with colleagues
- honor student diversity, culture, and language
- allow students to read, write, and speak in their preferred language

School will

- ensure access for all students to the PYP curriculum
- create a culture that supports all students to reach their full potential
- provide high-quality, culturally diverse Tier 1, 2, and 3 curricular materials
- provide a Student Support Team based on the MTSS model
- provide trained interventionists to support students' academic, behavioral, social and emotional needs
- provide Special Education services for students with identified disabilities
- provide support for English Language Learners
- provide Migrant Support Services
- build relationships with the wider community that are a source of wisdom, expertise, and diversity

Parents will

- support their students academic, behavioral, social and emotional needs
- participate as members of the IEP/504 team for students with disabilities
- encourage their students to develop and demonstrate the attributes of the learner profile
- pursue opportunities to explore and develop their personal and cultural identities with their students

LEGAL REQUIREMENTS and OBLIGATIONS

Leland Public School adheres to all [state and federal law](#) regarding special education. LPS systematically reviews student data three times a year to identify students in need of additional academic, behavioral, social and emotional support. The intervention team members work with teachers to provide additional supports and monitor progress for possible special education evaluation. If an evaluation is requested, a multidisciplinary team from Northwest Education Services conducts the evaluation and provides eligibility recommendations based on the IDEA guidelines. Students who meet special education eligibility requirements are offered FAPE through the development of an Individual Education Plan. [Procedural safeguards](#) outlined in the IDEA protect the rights of parents and students.

WORKS CITED

The IB guide to inclusive education: a resource for whole school development. Cardiff Gate, Wales: International Baccalaureate Organization (UK), 2019. Print.

The Learner. Cardiff Gate, Wales: International Baccalaureate Organization (UK), 2019. Print.

REVIEW

This policy was last revised and reviewed by the LPS Board of Education in June 2022 to be implemented by all LPS staff. Parents may access the policy on the school website, or may request a copy. The IB Leadership Team will regularly evaluate implementation of the policy. The Inclusion Policy will be reviewed every five years or earlier as needed.