



2024-2025 Inclusion Policy

International Baccalaureate Programme Standards and Practices

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

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines.

International Baccalaureate Organization 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.

Primary Years Academy Mission Statement

Empowering compassionate global thinkers. Ask questions. Take action. Be IB.

Primary Years Academy Vision Statement

In harmony with SUSD and IB philosophies, Primary Years Academy develops active, caring, and inquiring lifelong learners who help create a better and more peaceful world through intercultural understanding and respect.

Philosophy

Primary Years Academy (PYA) is an Authorized World School with the International Baccalaureate Organization (IBO). As a specialty school within Stockton Unified School District, PYA strives to provide high quality, rigorous, first instruction to all students that is culturally responsive and differentiated to meet students' needs. Our curriculum is aligned with Common Core State Standards for Math and English Language Arts, Next Generation Science Standards, as well as standards for Social Science, PE, and Arts. We use the Multi-Tiered System of Supports to address the needs of all of our students. Our goal for all of our students is that they are prepared to graduate college, career and community ready. Furthermore, our goal is that all of our students are prepared to be global citizens and lifelong learners.

Stakeholders

PYA's inclusion policy includes all stakeholders for students with a variety of needs to be successful. The following personnel are vital to the implementation of this policy:

- Strong Administrative Leadership and Educator Support System
- Board of Education Members
- Administration (Principal, Assistant Principals, IB Coordinators, and Instructional Coaches)
- Special Education Teachers and Early Intervention Teachers
- School Psychologists

- Mental Health Clinicians
- Elementary School Counselors
- Student Support Team Coordinators
- General Education Teachers
- Specials Teachers (Art, Music, P.E., Media, and Technology) and Spanish Teachers

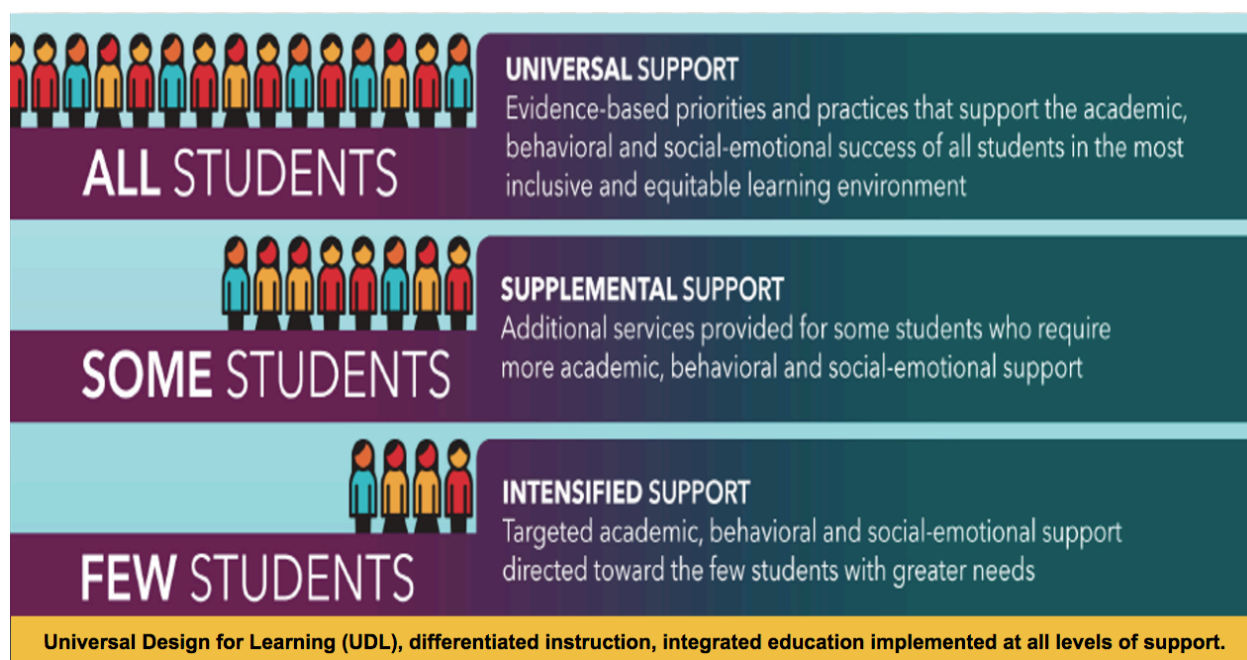
Part of our Multi-Tiered System of Support ensures that our teachers have access to instructional coaching and make learning opportunities available to all. Our Educator Support System makes learning opportunities available to all, uses data and conducts strength-based evaluations while seeking input from teachers.

- Family and Community Engagement
- Students

In true partnership, we strive to engage with students and families to obtain input and feedback, provide engagement opportunities, provide information and keep a connection between home and school. This belief extends to our community partners where we identify mutual interests and goals, ensure reciprocity, maintain an open door policy, and invite community members to serve.

Background

PYA is obligated to follow local, state, federal, and international laws regarding providing services to all students. As part of our district policy, we use a Multi-Tiered System of Supports (MTSS) to ensure the curriculum is accessible for all students. MTSS is a system composed of three progressive tiers, as illustrated in the image below. These tiers help define supports to students' academic, behavioral and social-emotional needs.



Once a student is identified as needing additional support, above and beyond what the teacher provides in the classroom, a referral is made to our CARE team. In a CARE team meeting, staff meet to discuss extra support that may be provided to the student. If the team finds that a student may need support that is beyond the scope of the classroom teacher, a referral for an SST may be completed. The Student Support Team (SST) meeting is held if there is no progress with the previous steps. With parent or guardian involvement, the team works to develop a plan that may lead to other resources.

Student Support Teams are teachers, resource personnel, parents, and when necessary, the student. The team uses a systematic, problem solving approach to address learning, behavior and/or attendance difficulties experienced by students. This includes students who are experiencing a lack of academic progress, are medically challenged, display behavior or emotional challenges, are Section 504 eligible or are in need of home instruction.

At times, some students may need a different kind of support that requires an Individualized Education Plan (IEP) or a 504. These are two separate plans that outline accommodations to ensure that students have access to the curriculum. An IEP is a plan that ensures that a student that has a disability that is identified under the law receives special instruction and support. A 504 is a legal document that outlines supports and accommodations for students. The team will work with parents, legal guardians, and other staff to develop the best plan for the student.

Best Practices

Being an IB school, we will work to ensure that each student has a positive learning experience based upon the IB's four principles of good practice: affirming identity, building self-esteem; valuing prior knowledge; scaffolding and extending learning (*Meeting student diversity in the classroom 2013:2*). With this in mind, we differentiate our instruction to meet the needs of all students.

We utilize Positive Behavioral Intervention and Supports (PBIS) in our daily routines. From our hallways to our classrooms, the cafeteria to the restrooms, students are taught the correct way to handle themselves in an appropriate manner that leads to a positive school climate. Staff continuously model and explain appropriate behavior to students and help them resolve conflict in the same manner.

Second Step is a curriculum that was adopted, and started in the 2019-2020 school year, by Stockton Unified School District. This curriculum addresses social-emotional learning that strengthens students' ability to learn, have empathy, manage emotions, and solve problems. These lessons are taught on an on-going basis in the classroom and help with topics like bullying and building self-esteem.

Sown to Grow is an easy and engaging social-emotional computer-based curriculum. This actionable curriculum allows for student check-ins, personalized feedback, and built-in curriculum to empower schools to improve student social, emotional, and academic well-being. Instruction in the classrooms is differentiated, which means that teachers design lessons that may not be the same for everyone in the classroom. Using different assessments, such as the new IReady

diagnostics, classroom assessments, class work and/or observations, teachers find what students already know and what they need to know to ensure growth. This correlates to four essential questions that stem from our work as a professional learning community:

1. What do I want my students to know?
2. How will I know if they have learned it?
3. What do I do if they know it?
4. What will I do if they don't know it?

Other practices that teachers use are dynamic groupings within the classrooms, tiered lessons, in addition to the use of pre-assessment and formative assessment to discover students' strengths and areas to focus targeted instruction. These practices enable students to be successful academically, behaviorally, and emotionally.

Confidentiality

PYA's confidentiality of student records reflect the policy guideline in the Parental Rights for Special Education. Students' educational records are private. Parents/legal guardians can ask to have copies of only their child's records. School employees are obligated to keep a child's records confidential to parties that are not involved with that particular student. Besides school employees, no one else may see the results of a child's records without parental consent.

Policy Review

This policy, along with all of PYA's policies, will be reviewed annually at the beginning of the year. The policy will be presented to parents, staff and administration for review and revised to stay current with up-to-date practices.

Review of Inclusion Policy:

This policy will be reviewed and updated annually by PYA Leadership, Teachers, Parent groups, and School Site Council.

- Reviewed, May 2023, March 2024
- Approved, May 2022

References:

IBO Document, Meeting Student Learning Diversity in the Classroom, 2013
Stockton Unified School District www.stocktonusd.net
SWIFT Education Center, 2016