INCLUSION POLICY

The Rock School Vision Statement

The vision of The Rock School is to make disciples of Jesus who possess the knowledge, skills, and attitudes to courageously cooperate with God in the work of redeeming the world.

IB 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.

IB Principles Of An Inclusive Education

The IB supports the following principles of an inclusive education where:

- Education for all is considered a human right
- Education is enhanced by the creation of affirmative, responsive environments that promote a sense of belonging, safety, self-worth and whole growth for every student
- Every educator is an educator of all students
- Learning is considered from a strength-based perspective
- Learning diversity is valued as a rich resource for building inclusive communities
- All learners belong and experience equal opportunities to participate and engage in quality learning
- Full potential is unlocked through connecting with, and building on previous knowledge
- Assessment provides all learners with opportunities to demonstrate their learning, which is rewarded and celebrated
- Multilingualism is recognized as a fact, a right, and a resource
- All students in the school community fully participate in an IB education and are empowered to exercise their right and accept their responsibility as citizens
- All students in the school community have a voice and are listened to so that their input and insights are taken into account

- All students in the school community develop the IB learner profile attributes and develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect
- Diversity is understood to include all members of a community
- All students experience success as a key component of learning.

Inclusion Philosophy At The Rock School

At The Rock School, we believe that promoting inclusivity and valuing diversity is essential for raising a generation of disciples who will contribute to the ongoing work of redeeming the world. Our inclusion practices aim to identify and remove barriers to learning and participation in PYP, MYP, and DP. This is evidenced by creating a safe environment that encourages mutual respect, enthusiasm for learning through personal attention and access to an integrated, challenging curriculum so that students can reach their full potential as positive members of the community and the world beyond the classroom. Inclusion of diverse learners is integral to the belief that all students can learn and should have the opportunity to participate in a broad and balanced curriculum. Inclusive education provides services that embrace the individual student's learning style in regards to academic, physical and socio-emotional needs.

Rights And Responsibilities

Community Rights	Community Responsibilities
Students have access to an inclusive learning environment	Pedagogical Leadership Team ● Creates a safe school environment where members of the community feel included, secure, respected and trusted to voice their differences. ● Provides opportunities for the learning community to model, develop and demonstrate aspects of international-mindedness. Teachers ● Communicate a commitment to diversity through the use and display of languages, images and books. ● Challenge assumptions through inquiries that honor diversity (writers from different cultures, male and female pioneers, inventors from a broad range of backgrounds, public figures from local and global communities). ● Reinforce desired values, dispositions and behaviors in class and on the playground. ● Provide ongoing opportunities to discuss and reflect on cultural, linguistic, ethnic and social diversity.

	Students ● Include others in games on the playground and in social activities. ● Engage with different students on the playground and in small groups. ● Are tolerant and respectful of one another. ● Show empathy by understanding and sharing the feelings of others. ● Learn how to embrace their own prejudices and openly challenge assumptions. ● Treat everyone with mutual respect, including those who speak a different language, come from a different country or have a different learning need or belief. ● Resolve conflict through collaboration and dialogue utilizing biblical conflict resolution. ● Model appropriate behaviors and accept and invite new students to feel at home in the learning community.
Students learn without barriers	Pedagogical Leadership Team (in consultation with educators, learning support professionals, parents, and students) ● Put processes in place to remove barriers to learning for every member of the school community. ● Provides professional development on effective strategies for removing barriers for different types of learners ● Ensures that facilities are accessible to all students. Teachers ● Make sure that each student is exposed to teaching and learning that reaches them as individual learners. ● Explicitly teaches students how to make mistakes, fail forward and overcome obstacles ● Explicitly teaches students how to succeed well and how to behave appropriately when others make mistakes, fail or face obstacles that they struggle to overcome. ● Involves and includes parents and legal guardians in learning and teaching in an inclusive way. ● Intentionally plans with barriers in mind and can

	properly apply best practices and Universal Design for Learning methods to address different types of learners in the classroom. Inclusion Specialist ● Works in collaboration with relevant team members to invite speakers, trainers and experts to share with the learning community. ● Involves and includes parents and legal guardians in learning and teaching in an inclusive way. ● Supports students, families, teachers and staff in transition through clear, proactive communication, adoption and education to support those Service Plans. ● Develops staff in appropriate best practices that support inclusivity including, CPS, UDL, Differentiation and other classroom management strategies. Families ● Provide accurate information about the child's needs, history, diagnosis to include doctor's note, psychological educational evaluations, testing documentation, 504 or IEP plans from public school and other appropriate personal information. ● Partner with the school on developing approaches that will support the child's academic development. ● Follow through on agreements with the school as set forth in Individual Service Plans or behavior management plans.
The whole school community is celebrated for their personal and cultural identities	Pedagogical Leadership Team ● Ensures that international-mindedness is embedded in the school culture through the vision statement and school policies. ● Celebrates personal and cultural identities by inviting speakers from different races, languages, cultures and gender to speak at Chapel ● Celebrates events and activities that promote intercultural appreciation. ● Encourages participation in school decision-making by all members of the learning community

	- Encourages safe and respectful dialogue - Encourages independent and collective thinking - Listens to other perspectives without making judgements - Ensures that school facilities are accessible to all members of the community. Teachers - Encourage and support students to explore multiple perspectives - Challenge assumptions through inquiries that honor diversity (writers from diverse cultures, male and female pioneers, inventors from a broad range of backgrounds, public figures/representatives from local and global communities) - Challenge disrespectful or insensitive behavior and comments - Have no tolerance for bullying - Show respect and kindness to all community members - Model internationally-minded values and dispositions Students - Share their own cultural traditions and stories in classroom discussions and assemblies - Value peers and teachers for who they are - Open to engage in biblical conflict resolution as directed by teachers and staff - Seek opportunities to build relationships through communication and forgiveness through reflection

Definitions

- *Accommodations* – Changes to instruction or assessment that allows an individual student to learn the curriculum and demonstrate that knowledge.
- *ILP: Individual Learning Plan* – Plan tailored to meet the individual needs of a learner through specific changes to instruction or assessment
- *Modification* - Significant changes to curriculum or content to ensure an individual is able to find success through a specific course, but requires notification on the transcript.
- *Differentiation* - the process of identifying, with each learner, the most effective strategies for achieving agreed goals so learning opportunities can be created that enable every student to develop, pursue and achieve appropriate learning goals.
  - ***While differentiated instruction involves responding to individual student needs, UDL involves a proactive design of the environment and the curriculum.
- *UDL: Universal Design for Learning* - A framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. These guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities. UDL Framework takes into account the following elements:
  - Diverse recognition networks by providing multiple means of representation
  - Diverse strategic networks by providing multiple means of action and expression
  - Diverse affective network by providing multiple means of engagement
- *CPS: Collaborative Problem Solving Approach* - CPS is an evidence-based treatment model designed to help caregivers and parents build relationships with their kids to overcome challenging behavior.
- *SOS: Success of our Students Department* (Advisors, Dean, Inclusion Specialist) - This team works to offer support to students, teachers and parents through proactive and clear communication regarding academics, behavior and other social-emotional needs.
- *SOS Trainings* - Quarterly training for K-12 staff in support of our Inclusion Philosophy and other needs for our students that may need to be better supported through teacher training.
- ****Areas of Challenge* (previously used deficit labels) - reading, writing, mathematics, social and emotional learning, behavior, mental health and psychological well-being, speech, language and communication, vision, hearing, physical, and medical/illness.
- *TBRI*: *Trust Based Relational Intervention* - TBRI® is an attachment-based, trauma-informed intervention that is designed to meet the complex needs of vulnerable children. TBRI uses Empowering Principles to address physical needs, Connecting Principles for attachment needs, and Correcting Principles to disarm fear-based behaviors. While the intervention is based on years of attachment, sensory processing, and neuroscience research, the heartbeat of TBRI® is connection.

Inclusion Support Staff

The Inclusion Support Staff (ISS) provides services to students with academic, behavioral and social-emotional needs and supports teachers in the use of strategies/interventions within the classroom. The ISS offers support to students in whole class, small group and individualized sessions. Along with the county speech therapist, instructional coach, tutors, outside support personnel (OT, psychologists, doctors) students are afforded the opportunity to obtain additional services based on their area of need.

- Inclusion Specialist
- Dean of Students
- Math Inclusion Teacher
- Reading Inclusion Teacher
- Behavioral Support Aide
- Kindergarten Aide

Inclusion Support Services

Inclusion Practices
- Individual Learning Plan Process
    - ILPs are created for students with identified disabilities, learning challenges, or other health impairments based on recommendations from formal evaluations, public school IEPs or 504 plans.
    - The Inclusion Specialist works with parents to obtain a release of information so the school will have access to doctors, therapists, and other information that will help support the student's needs where needed
    - In some instances a specific need may be beyond The Rock School and its resources. In these cases, recommendations will be made for outside resources or alternative school options when the needs cannot be met.
    - All staff have access to the ILP documents for each student.
    - Teachers make observations and accommodations within the single-subject classroom setting. Teachers maintain communication with parents and alert them to specific concerns.
    - ILPs are updated yearly unless needed sooner due to new evaluations and/or new information.
    - Students with speech impairment may qualify for county speech services. If they qualify, students will have a Service Plan through Alachua County Public School and will have speech services once per week for 30 min.
    - Inclusion Flow Chart

- Academic Support Provided by Inclusion Team
    - Student-Focused Instructional Partners
        - 1-1 and small-group assessments K-12
        - K-5 reading support via SIPPS program, LIPS, Seeing Stars, Verbalizing/Visualizing (available after school)
        - K-5 math support in-class or pull-out and IXL support
        - Classroom push-in to support small groups and workshop
        - Accommodations support - encouraging self-advocacy and independence
        - MAPS testing support for listening accommodations and small group writing support
    - Teacher Support Partner
        - Coaching/Co-Teach Lang & Lit and small group support in-class
        - Accommodations support: strategies for engagement, management and differentiation

- - - Parent/Teacher Conferencing - preparation, planning, communication, ALSUP
    - Phonics/Reading Assessment Tests K-12- GORT, CTOPP, DAR, EasyCBM
    - Support for materials/resources to support Universal Design for Learning (UDL), SEL- Social Emotional Learning within the IB framework

- MYP/DP Academic Support
  - MYP/DP Advisors and the Inclusion Specialist review grades on Schoology 2 weeks prior to Progress Reports to identify low performing students. Conversation regarding grades is initiated with students to help support where needed.
  - MYP/DP Teachers and Support Staff provide time during IAP (Individual Academic Pursuit) and Study Hall for focus on reminders, writing support, study time, 1-1 support, test taking, makeups or corrections.
  - The Inclusion Support Staff provides students with approved accommodations as outlined in their Individual Learning Plan.
  - See Assessment Policy for DP assessment support

- Collaborative Problem Solving through SOS
  - The Collaborative Problem Solving Approach is carried out with the support and guidance of the SOS Team (Student Success Team). This is composed of the Dean of Students, Inclusion Specialist, Student Advisors and Administrators.
  - They meet collaboratively to address the functioning needs (academic, cognitive and behavioral) of students.
  - All staff are encouraged to submit requests regarding students academic, behavioral and social-emotional needs via a SOS Form (Google generated form).
  - All staff are trained in the use of the ALSUP and the CPS approach through Ross Green's book, *Lost and Found* and ongoing professional development.
  - The SOS Team meets bi-weekly to discuss observations and concerns and respond to SOS Form submissions.
    - Parent involvement is considered an integral part of the problem solving process.
    - If it is determined that a student's academic difficulties require further support or identification, SOS may refer parents to outside resources.
    - There is also an option for the family to apply for county services testing through the Alachua County Public School System for testing. In these instances, the public school procedures are followed in order to determine appropriate interventions which lead to specific recommendations or an evaluative process.
    - If it is determined that a student's behavior difficulties require additional support, the Dean will reach out to parents.

- Professional Development
  - All certified teachers are required to meet the state standard requirement in teaching students with disabilities every renewal.
    - SOS Trainings, UDL, TBRI

Storage Of Information

Inclusion Support Documents and Behavioral Records

Student's physical and electronic files are stored and managed in compliance with AdvancEd and State of Florida requirements and regulations. The Inclusion Team is responsible for ensuring that data related to students receiving learning support services are held in the strictest confidence. The Individual Learning Plans and any supporting documentation are scanned and filed in our FACTS Data Management System. Access to these files is given to key personnel including the Admissions Team or office manager who may need it for administrative purposes. Teachers and other staff will be given restricted access to student files as needed. The Inclusion Team is responsible for reading and synthesizing evaluation reports and including pertinent information in the Individual Service Plan. Individual Learning Plans are kept on Google Drive and can be accessed by teachers who work with that student and are stored in FACTS Data Management for student records.

Connections Between Policies

Inclusion & Admissions

During the admissions process, applicant families provide complete documentation of their academic history, educational evaluations and details of extra academic or specialist support they have received to include (evaluation reports, individualized service plans or IEP/504 and documentation of a diagnosis, etc.) This is in accordance with The Rock School Admissions Policy. The Rock School expects families to disclose evaluation reports or documentation that informs if a student is in need of additional services.

Inclusion and Assessment
- DP IB Assessments
    - All candidates should be allowed to take their examinations under conditions that are as fair as possible. Reasonable accommodations and modifications may be authorized to eliminate assessment bias, which could prevent students with special needs from demonstrating their knowledge and skills.
    - Candidates eligible for special assessment arrangements are those with individual needs as indicated on their Individual Service Plan. These special assessment considerations are submitted and approved by the IB in advance of testing.
        - Every fall, the DP Coordinator in collaboration with the Inclusion Specialist will identify all students enrolled in an IB course who also have an identified need for assessment accommodations.
        - The Inclusion Specialist collaborates with parents, teachers and school administrators to verify necessary assessment arrangements and collect supporting documentation.
        - The Inclusion Specialist submits a request for inclusive assessment arrangements to the IBO through IBIS.
        - After receiving approval for the inclusive assessment arrangements, the IB coordinator adjusts the assessment calendar to reflect the assessments, proctor and course.

IB Rules Regarding Inclusion

Rule 5.8 - It is the practice of the IB to make its programmes available to all students enrolled in IB World Schools. No students will be excluded by the IB on the grounds of race, nationality or national origin, ethnicity, culture, gender, age, sexual orientation, religious affiliation, political beliefs, disability or any other personal characteristic as prohibited by law. Schools must implement their duties under these rules in a manner that enables this practice to be upheld.
Rule 5.9 - It is the school's responsibility to determine whether it can enroll a candidate with learning support requirements into the programme.

Cycle Of Review

Review Committee

- The Inclusion committee, with the support of the IB Coordinators, will continue to review, support, refine, and build our Inclusion Policy once a year to ensure that we are meeting the needs of all of our students.
- We will provide a report to the entire staff and parents yearly.

Legal

- The Rock School is a private, not-for-profit organization. As such, it is exempt from statutory regulations regarding students with disabilities.
- Being a private school, we do not need to accept or follow IEP or 504 plans since we are not federally funded. We take those plans, along with formal testing and diagnosis and create an Individual Learning Plan that considers the recommendations from an outside professional.

Resources

The following resources were used to develop this policy:
Access and Inclusion Policy
Meeting Student Learning Diversity in the Classroom
Learning Diversity and Inclusion in IB programmes
The IB Guide to Inclusive Education
Using UDL in the IB classroom
International School of Hellerup
Green Lake Inclusion Policy
Carrollwood Day School Special Needs Policy