

Rock Ridge Elementary School PYP Inclusion Policy

The most recent date for reflection and review of this document was on Monday, September 21, 2026 during our Professional Learning Community meeting.

Philosophy & Commitment: Rock Ridge Elementary offers a needs-based inclusive program that evolves to meet the unique learning needs of every student while adhering to federal, state, and Douglas County School District regulations. All Rock Ridge students are International Baccalaureate (IB) Primary Years Programme (PYP) learners. We believe in educating students in the Least Restrictive Environment (LRE), placing learners with their general education peers whenever possible to foster an equitable, supportive community where all individuals feel valued and empowered to thrive. General education and special education teachers collaborate during unit planning to ensure full curriculum access, starting with the end in mind.

Individualized Education Plans (IEP) & Legal Framework

- **Federal & State Compliance:** IEPs are federally mandated under the Individuals with Disabilities Education Improvement Act (IDEA) and Colorado's Exceptional Children's Education Act (ECEA) to ensure a Free Appropriate Public Education (FAPE) in the LRE.
- **Eligibility Categories:** Services support eligible students ages 3–21 across categories including Developmental Delay (DD), Intellectual Disability (ID), Specific Learning Disability (SLD), Physical Disability, Autism, Multiple Disabilities, Traumatic Brain Injury (TBI), Speech-Language Impairment, Significant Support Needs (SSN), Intellectual Capacity, Significant Emotional Disability (SED), and Preschool Disability.

Section 504 Accommodations

- **Access & Independence:** 504 Plans provide tailored accommodations for students with documented disabilities who do not require specialized instruction under an IEP.
- **PYP Integration:** Students with 504 Plans fully participate in all aspects of the IB PYP. Accommodations are structured to promote student independence, encouraging learners to reflect on their learning styles and self-advocate.

Multi-Tiered System of Supports (MTSS) & Continuum of Services Rock Ridge utilizes a Multi-Tiered System of Supports (MTSS) framework featuring research-based interventions and dynamic differentiation to meet diverse student needs.

- **General Education with Consultation:** Mild/moderate special education specialists consult with general education teachers to optimize curriculum access.
- **Co-Taught / Team-Taught Classrooms:** General and special education teachers co-design and deliver IB units to address accommodations and target learning goals in shared settings.
- **Center-Based & Self-Contained Programs:** Specialized classes led by certified learning specialists (including SED and SSN programs) adapt curricula to address

individual IEP goals while embedding IB Learner Profile attributes and transdisciplinary themes.

- **Specialized Support Services:**
 - *Speech-Language Therapy:* Speech-Language Pathologists support communication goals and Language A criteria.
 - *Mental Health Services:* School Social Workers and School Psychologists provide social-emotional skill building, affective goal support, and mental health interventions.
 - *Occupational Therapy:* Occupational Therapists address fine motor development, sensory integration, and environmental access needs.
- **Unified Programs:** Participation in Project Unify / Special Olympics Unified initiatives fosters school-wide inclusion, empathy, and IB attributes.

Advanced Learning Plans (ALP) & Gifted Education

- **State-Mandated Framework:** Advanced Learning Plans (ALPs) are strength-based documents created annually for students identified as Gifted and Talented (GT) under Colorado guidelines.
- **Identification Domains:** Identification includes Specific Academic Aptitude (Reading, Writing, Math, Science, Social Studies), General Intellectual Ability, Cognitive Ability, Visual Arts, Performing Arts, Creativity, and Leadership.
- **Plan Components:** ALPs outline specialized accommodations, academic enrichment, affective/counseling goals, and collaborative goals for families.

Policy Review & Governance This policy is maintained as a living document reviewed collaboratively by staff and Professional Learning Communities (PLCs) to ensure ongoing alignment with IB PYP guidelines and evolving student needs.