



# SYRACUSE CITY SCHOOL DISTRICT

Anthony Q. Davis, Superintendent of Schools

John T. Roberts PreK-8 School

Dr. Sharon Archer, Principal

## International Baccalaureate

### PYP/MYP Inclusion Policy

#### Updated for the 2025-2026 School Year

#### The Roberts School Mission:

To provide the students at Roberts School with a high-quality education that will produce inquiring, knowledgeable, active citizens and leaders from our diverse community while developing lifelong learners, positive relationships and creating a culture of pride, respect, caring, compassion, and social responsibility.

#### Philosophy

The IB and John T. Roberts PK-8, support the following principles of an inclusive education:

- 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.
- **All** learners belong and experience **equal opportunities** to participate and engage in quality learning.
- **All** students in the school community **fully participate** in an IB education and are empowered to **exercise their rights and accept their responsibilities** as citizens.
- **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**.
- We believe that every staff member is an educator of **all** students.
- **All** students experience **success** as a key component of learning.

#### Purpose of this Document:

This document is intended to communicate the scope of inclusion services to all stakeholders- administrators, teachers, students, parents, and community members. This document identifies the special educational needs of our student body and the process of referring students for special education and inclusion services. Additionally, this document aims to explain the responsibilities and roles of teachers, families, and students when meeting the needs of our diverse student body.

#### Inclusion Instructional and Support Staff:

Role	Responsibilities
School Psychologist	<ul style="list-style-type: none"><li>• Providing direct support and interventions to students</li><li>• Consulting with teachers, families, and other school-employed mental health professionals to improve support strategies</li><li>• Working with school administrators to improve school-wide practices and policies</li><li>• Collaborating with community providers to coordinate needed services</li><li>• Assessing children that exhibit emotional, cognitive, social, and behavioral difficulties</li></ul>
Speech/Language Pathologist	<ul style="list-style-type: none"><li>• Help individuals increase their communication abilities so they can participate more fully in all aspects of life.</li><li>• Therapy services assist to improve phonology and articulation, decrease stuttering, improve oral motor skills, and improve receptive and expressive language skills.</li></ul>
Occupational Therapist	<ul style="list-style-type: none"><li>• Provides occupational therapy and services for special education students,</li></ul>



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	<ul style="list-style-type: none"> <li>Assessment, development of Individualized Education Program (IEP) goals and plans, therapy, and direct intervention strategies and activities to assist students in acquiring functional and independent life skills within their occupational performance in the educational setting.</li> <li>Works with special education teams and provides consultation and training to school personnel and families.</li> </ul>
<b>Physical Therapist</b>	<ul style="list-style-type: none"> <li>Collaborate with students' IEP teams, examine, and evaluate eligible students' strengths and needs to establish their ability to participate in meaningful school activities and routines with or without assistance</li> <li>Design and implement physical therapy interventions that allow students to benefit from their educational program;</li> <li>Measure and document student progress resulting from the designed physical therapy interventions</li> <li>Teach and train family members and educational personnel to help the students achieve their IEP goals.</li> </ul>
<b>School Counselor</b>	<ul style="list-style-type: none"> <li>To give every student the chance to become a lifelong learner by fostering and supporting a balanced approach to academic, social, emotional and physical health.</li> <li>To nurture respect and understanding for self and all people</li> <li>To promote responsible citizenship in a society, community, culture and in the world</li> <li>To be career and college ready to pursue individual goals</li> </ul>
<b>Social Worker</b>	<ul style="list-style-type: none"> <li>Applies theories, principles, and methods to assist in the formation and implementation of a plan of action based on student and family needs.</li> <li>Intervenes to address mental, social, emotional, behavioral, and developmental conditions and disabilities experienced by students and families within our school.</li> <li>Coordinate comprehensive services for students and families.</li> </ul>
<b>Building Men/Building Her</b>	<ul style="list-style-type: none"> <li>To support young men and women of Syracuse in their journey towards becoming men/women of character by helping them develop their purpose and passion, instilling integrity in their leadership, and providing them with opportunities to build healthy relationships with others.</li> <li>Building Men/Her strongly believes that developing a fellowship of young males/females striving to become responsible men and women will increase their motivation, passion, and leadership and help create a positive impact upon the young men and women's development.</li> </ul>
<b>Family Support for Student Success</b>	<ul style="list-style-type: none"> <li>Focuses on parent engagement, assessment, service planning, supportive counseling, and case management with the goal of removing barriers to improve wellbeing and academic success.</li> <li>Help overcome challenges in home and community that impact the child's academic success while providing direct support to children in the school settings.</li> </ul>
<b>Liberty Resources</b>	<ul style="list-style-type: none"> <li>Individual therapy (in school) • Family counseling • Psychiatric evaluation and medication management • Crisis consultation/intervention • Group therapy • Case management</li> </ul>
<b>YMCA</b>	<ul style="list-style-type: none"> <li>Before and after school enrichment programs</li> </ul>
<b>Teaching Assistant</b>	<ul style="list-style-type: none"> <li>Supporting the teacher in planning and presenting lessons</li> <li>Tutoring individual students or small groups</li> <li>Creating lesson plans and overseeing lesson preparations</li> <li>Assisting with classroom instruction, records, and assignments</li> <li>Leading discussion sections or delivering lectures</li> </ul>
<b>Family Engagement</b>	<p>Family Engagement Facilitators help families with school related issues that may surround behavior, IEPs, parent/teacher conferences where the teacher and parent don't see eye to eye and refer to community agencies when needed. They also make sure parents are aware of District-wide meetings and help schools build and maintain PTO type groups, work with Title One initiatives, workshops and provide resources and information to schools and families.</p>



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<b>Promise Zone</b>	Promise Zone is a school-based mental health program that matches students' emotional and behavioral needs with effective, targeted interventions designed to develop skills and increase engagement in instructional time through a multi-tiered system of support.
<b>Book Buddies</b>	Book Buddies read at the lowest performing schools in Syracuse. With Books Buddies, kids get to enjoy reading at their own pace. Book Buddies can kind of adjust and pivot and give them the practice that they need at their practice level.
<b>School Sentry</b>	The school sentries provide for the safety and well being of the school community including students, faculty and support staff in the building and on school property.

## Roles and Responsibility of all Stakeholders

Teachers	Parents	Students
<ul style="list-style-type: none"> <li>Teachers will comply with all local and federal laws regarding special education needs.</li> <li>Teachers will participate in all required training when available.</li> <li>Teachers will identify struggling learners and refer the student to the counselor, or IB coordinator, as needed.</li> <li>Teachers will implement the appropriate interventions as outlined in the Multi-Tier Support System.</li> <li>Teachers will maintain accurate records of students' progress.</li> <li>Teachers, with help from the support facilitator and counselor, will learn the special needs of the exceptional student.</li> <li>Teachers will provide differentiated instruction as described in the students' IEP (individualized educational plans), 504 Plan or new language learner needs.</li> <li>Teachers will maintain discretion and confidentiality in providing special education needs services.</li> </ul>	<ul style="list-style-type: none"> <li>Parents ensure that students are at school every day and on time.</li> <li>Parents will play an active role in their child's education.</li> <li>Parents will have knowledge of their child's rights within the school district policy.</li> <li>Parents will communicate to the school all information and documentation regarding their child's special education needs.</li> <li>Parents will communicate to the school all information regarding any changes in their child's special education needs.</li> <li>Parents will proactively request needed child studies and services from the school or school district.</li> <li>Parents will provide documentation needed for IBO accommodation requests.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate open-mindedness and acceptance of new learning experiences and multiple perspectives to increase understanding.</li> <li>Learn to work collaboratively to make learning relevant.</li> <li>Develop an understanding of themselves as a learner.</li> <li>Be open and flexible to different approaches to learning.</li> <li>Inquire, act, and reflect on their strengths as learners.</li> <li>Develop productive relationships with teachers and peers to support academic and social learning.</li> <li>Advocate for use of accommodations and other needs including during assessments.</li> <li>Ask questions when clarification is needed to improve comprehension.</li> <li>Be reflective learners and provide constructive feedback.</li> <li>Be principled and act with academic integrity on all assessments of individual knowledge.</li> <li>Be caring and compassionate towards others.</li> </ul>

School	IB Coordinator	Federal, State, and Local
<ul style="list-style-type: none"> <li>The school will work with the Special Education Department of</li> </ul>	<ul style="list-style-type: none"> <li>The IB Coordinator will work collaboratively with</li> </ul>	To effectively meet the needs of our special education students, we adhere to the policies and practices



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<p>the SCSD to make sure the program is in compliance with federal and local laws regarding students with special education needs.</p> <ul style="list-style-type: none"><li>• The school, along with the SCSD, will raise staff awareness of the needs of our exceptional students.</li><li>• The school will provide resources for the implementation and continuation of the Inclusive Education Policy.</li><li>• Consultant teachers along with the special education department of the SCSD will provide the teachers with all IEPs and 504 plan documentation.</li><li>• SCSD special education personnel along with school student support services will provide updates and host meetings for IEP and 504 reviews.</li><li>• The school will facilitate appropriate accommodations as federal, state, and local requirements.</li><li>• The school will implement MTSS curriculum strategies including Second Step and Crew.</li></ul>	<p>faculty to support students with special education needs.</p> <ul style="list-style-type: none"><li>• The IB Coordinator will maintain discretion and confidence in providing special education needs services.</li></ul>	<p>set forth by federal, state, and local authorities for the education of exceptional children, including:</p> <ul style="list-style-type: none"><li>• Implementing the accommodations and modifications specified in the Individual Education Plans (IEPs) and 504 plans.</li><li>• Providing accommodations, modifications and/or testing environments for students with special needs.</li><li>• Scheduling students appropriately in co-taught classes as prescribed by IEPs and 504s</li><li>• Regularly reviewing and revising IEPs and 504s.</li></ul>
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## Terminology:

**The Individuals with Disabilities Education Act (IDEA):** A law that makes free appropriate public education available to eligible children with disabilities throughout the nation and ensures special education and related services to those children. If children are found eligible under IDEA, they receive services through their public school that includes specialized instruction to and accommodations through a plan created for their specific needs. The plan is called an individualized education plan (IEP)

**Rehabilitation Act of 1973, Section 504:** A civil rights law designed to protect people with disabilities from discrimination. In schools, students who have disabilities that impact their educational progress may be eligible under Section 504, providing students reasonable accommodations for access to their learning. Students eligible for accommodations have a 504-plan written, a legal document protected by the Office of Civil Rights (OCR). **Gifted Services:** Instruction provided to students who have documented superior intellectual development. Students eligible for gifted services have an educational plan (EP) to track their progress related to gifted goals and expectations.

**Differentiation:** Ways in which teachers adjust and make changes to their UDL teaching methods to meet the learning needs of individual students.



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**Inclusion:** Students placed in age-appropriate classes to receive high quality instruction, interventions, and supports to succeed within the core curriculum.

**Multi-tiers of Support System (MTSS):** Evidence-based model of educating students that uses data and problem solving to integrate academic, behavior, and social-emotional instruction and intervention to maximize the success of all students. Instruction and intervention are provided to students across multiple tiers of intensity based on need