



Ann Arbor International Baccalaureate Inclusion Policy

June 2022 Revision

Purpose:

The purpose of the Ann Arbor International Baccalaureate Inclusion Policy is to provide a statement of beliefs and practices about equity and access that complement the practices of the Ann Arbor Public Schools. This policy defines the foundation of inclusive practices and seeks to identify, establish, and maintain practices that support teaching and learning..

Beliefs:

The Ann Arbor IB Schools strive to implement inclusive IB programs for elementary, middle, and high school students. The following beliefs establish an inclusive approach to teaching and learning:

- All students can learn.
- A variety of assessment practices allow students to demonstrate what they know in different ways.
- Instruction is student centered.
- Inclusion is an ongoing process
- Inclusion increases access and engagement
- Inclusion should identify and remove barriers

Practices:

The following practices are employed in all Ann Arbor Public Schools including the Ann Arbor IB pathway schools:

- The [Rights and Responsibilities of Students, Teachers, Staff, Parents/Guardians in the Ann Arbor Public Schools](#) outlines the interaction of all district stakeholders;
- The [Ann Arbor Board of Education policy 6350](#) outlines the legal procedures and processes to ensure the implementation of services to students with disabilities and other specialized needs;
- The structures and processes used in the Ann Arbor Public Schools are defined by the requirements of IDEA: Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973;
- The State of Michigan special education [procedural safeguards](#) are distributed to all families involved in IDEA and Section 504 processes with their children.

Additionally, in the Ann Arbor IB Schools, the unit planning process intends to focus on differentiation, learning support requirements, and increased participation for all students. This is facilitated with an emphasis on collaboration, mutual respect, support and problem solving.

Dates of policy review:

- September 2015 as part of PYP, MYP, DP application process
- September 2016 as part of PYP, MYP, DP authorization process
- September 2017 as part of CP authorization process
- December 2021 as part of program evaluation
- June 2022 as a part of program evaluation

Additional Resources:

“Learning Diversity and Inclusion in IB Programmes.” , International Baccalaureate Organization, 1 Dec. 2016, https://resources.ibo.org/ib/works/edu_11162-38434?lang=en .