



Caleb Greenwood Inclusion Policy

Caleb Greenwood Inclusion Policy Statement

At Caleb Greenwood, we believe that fostering inclusivity and valuing diversity is essential for ensuring our students meet their potential and develop agency, self-efficacy, self-advocacy, and the skills and knowledge that will carry them well into their future academic and personal endeavors. To that end, we embrace inclusion school-wide as an ongoing and ever-changing approach that aims to increase access and engagement for all students by identifying and removing barriers to learning. We take responsibility, as school leaders and teachers, and in consultation with support professionals, parents and students, to create optimal learning environments and embrace the diversity and variability of all learners.

Inclusion Policy

The Sacramento City Unified School District desires to provide a high-quality education for all students, including those with disabilities, and recognizes that all individuals with disabilities have the right to receive a free and appropriate public education. The district provides special education instruction and services for individuals with exceptional needs in accordance with the federal Individuals with Disabilities Education Act. Modifications and/or special services are also provided as needed for students who are eligible for services under Section 504 of the federal Rehabilitation Act of 1973, the Americans with Disabilities Act and related federal regulations.

Students with disabilities are placed in the least restrictive environment which meets their needs. The Sacramento City Unified School District provides a full range of educational alternatives to facilitate this placement so that these students may interact with students without disabilities in an understanding, cooperative and mutually respectful environment. Students are placed outside of the regular classroom only when the student's specific needs cannot be met in that setting.

Caleb Greenwood provides services to students with IEPs through the pedagogical lens of Inclusive Practices. This model aligns Special Education services in a manner that is equitable and meets individual student needs with the intent of closing the achievement gap. Students with special needs receive the majority of their services within the general education classroom, with special education and general education teachers sharing the responsibility of providing variability and support. IEP services that are not in the general education classroom may include speech or intensive reading intervention; the amount of time that a student is not in the general education classroom is determined by each student's IEP team. As a result of this practice, students with disabilities have a strong presence, access and voice in the general education classroom.



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We strive to provide every child with a high-quality education designed to meet their individual needs in their *neighborhood school*. To this end, we fully include students at all levels in our classrooms and create classrooms as heterogeneously mixed as possible. Teachers focus on variability of curriculum, instruction and expectations to remove barriers for students while creating a learning environment that is nurturing, inclusive, and supportive of all students.

Gifted and Talented Education

The Sacramento City Unified School District believes that all students deserve an education that challenges them to reach their full potential. The district provides students who require gifted education services, as determined through a district-wide identification process, with opportunities for learning commensurate with their particular abilities and talents. By cultivating their exceptional abilities or talents, these students may contribute significantly to our society's progress in diverse fields.

Caleb Greenwood teachers meet the needs of students identified to receive gifted education services through inquiry and variability of instruction. We provide students with learning opportunities that allow them to gain deeper access and interaction with content and concepts in a heterogeneous classroom with learners of varied talents, potentials and exceptionalities. The structure of our programs allows for development of critical thinking, leadership, communication and social skills; fostering of self-expression, agency, and self-efficacy; creation of warm and caring friendships; and demonstration of the increased acceptance and appreciation of diversity.

The implementation of our Inclusion Policy Statement and the IB PYP as well as the commitment to the academic standards by qualified staff, gives all learners at Caleb Greenwood the opportunities to develop agency, self-advocacy, and the skills and knowledge that will carry them well into their future academic and personal endeavors.