

UNIVERSITY SCHOOL INCLUSION POLICY



Our Mission Statement:

We at University Elementary School work together to encourage our students to become inquiring, reflective learners who value others in an inclusive community and around the world.

Our Vision: Preparing students for action in a global community.

Inclusion Philosophy: University School takes great pride in our diverse community. Diversity and equity are core values. Our learners have unique cultures, backgrounds, interests, and abilities. We are committed to providing learning experiences which help all students to develop skills and knowledge, as well as responsibility and independence. Our inclusive global vision extends to students, faculty, and families.

What We Understand About Inclusion:

The PYP learner profile provides the foundation of our policy.

As a culture of inclusion, we strive to be:

- **Inquirers:** We seek to deepen our understanding of practices and processes that support inclusion.
- **Knowledgeable:** We view the prior knowledge of each member of our school community as an asset.
- **Thinkers:** We work continually to identify and remove barriers and to increase access and engagement in learning.
- **Communicators:** We communicate an understanding of inclusive education and its expectations to all stakeholders, and listen to all ideas and opinions.
- **Principled:** We teach through the learner profile so that all students, including those in need of support, are equipped to exercise their rights and accept their responsibilities.
- **Open-minded:** We understand that our community is one of diversity, and we respect the backgrounds, cultures, and abilities of all.
- **Caring:** We work to achieve a culture of collaboration, support, mutual respect, and problem solving.
- **Risk-takers:** We use initiative in incorporating new practices and processes, using careful research and forethought.
- **Balanced:** We recognize that students learn and show their knowledge in different ways, and differentiate instruction and assessment to meet their needs.
- **Reflective:** We consider practices and processes and adapt to the needs of the school community.

District Resources: Our school district Curriculum and Instruction page, <https://www.mccsc.edu/Page/4468>, serves as a major resource. With in-depth subpages on Special Education, Equity and Inclusion, High Ability, The Whole Child Support System, and Meeting the Needs of Diverse Learners, the district provides background topic information for families, legal obligations, local services and resources, training, and confidentiality. Our school adheres to district statements on Social Emotional Learning, Desired Equity Experience, and Equal Education Opportunity.

From our district's *Meeting the needs of Diverse Learners* "At MCCSC, we are committed to partnering with families to ensure student success. We know this means serving a diverse community of students with a varied set of learning needs, including students with disabilities, students who are English language learners, and students who are designated high ability. As a school corporation, we developed a tier of supports that customize instruction, intervention, and enrichment." An accompanying graphic explains the tiered system of supports.

The Whole Child Support System is an outreach to parents / caregivers about how instruction and intervention meets the needs of all learners. Topics covered include tiered instruction, Positive Behavior Interventions, and Social Emotional Learning. Available in five languages.

Inclusion is a team effort at University School. In addition to classroom and special area teachers, the school employs 1.5 full time licensed special education teachers and one full time para-professional dedicated solely to special education instruction. There are also two 1:1 paraprofessionals for students needing that level of support. Also, a fully staffed community based classroom. Students in our community based classroom spend part of their day working on independent lessons and also join in graded level classes for group projects and lessons with their peers. Finally, our instructional coach and her staff of three support students in tiered instruction.

All of the teachers work together to ensure that the unit of inquiry is present in all special services.

Our school's language and assessment policies also address inclusion.

	Identifying Potential Barriers: Determining Support Needs	Removing Barriers: Practices: Types and Levels of Support
EQUITY AND INCLUSION District resources at mccsc.edu/Page/4468	Proactive work via our district and our school. Equity issues include: power and privilege and its intersections with race, culture and difference, and identity. The Social Justice Standards provide a framework, organized by four anchors: diversity, identity, social justice, and action.	<ul style="list-style-type: none"> * Staff training on equity issues * Community conversations for parents and caregivers on the topic * Inclusion of Social Justice Standard activities in units of inquiry * School equity committee * School SEL/Whole Child committee
DIFFERENTIATION	PLC teaching teams continually review common formative assessments on basic essential skills. Collaboratively analyzing the data, they strategize to meet students' instructional needs.	<ul style="list-style-type: none"> * Response to Intervention (RTI) Tiered instruction in flexible groupings. * Options and choices related to topic, resources, product and presentation in assessment.
SPECIAL EDUCATION District resources at mccsc.edu/Page/4540	Needs based on psychological evaluations, doctor reports and assessments. Student progress is monitored through assessment, observation, and consultation.	<ul style="list-style-type: none"> * Push in services for students who need additional classroom support. * Pull out services for those in need of direct, intensive intervention. * Self-contained support (e.g., Community Based) * Para-educator support * Monitored for all parties via case conferences
ENGLISH LANGUAGE LEARNING District resources at mccsc.edu/Page/4534	A Home Language Survey identifies students for possible intervention needs. Eligibility for interventions is determined through placement assessments and Wida screener. Ongoing Wida assessment provides pinpointed descriptors in areas of listening, speaking, reading and writing.	<ul style="list-style-type: none"> * Daily small group instruction with ENL teachers * District family liaison * Support services and assistance (ie, immigration and refugee services) * Translation services for parents and for student/iPads.
PHYSICAL CHALLENGES	Identification and needs determined by health office referral, doctor, IEPs	<ul style="list-style-type: none"> * Individual health plans * Trained staff to meet individual needs * Occupational therapy / physical therapy * Building ADA compliance * Monitored for all parties via case conferences
SPEECH	Needs based on evaluations and standardized assessments. Student progress is monitored through data compiled from intervention sessions and classroom/teacher report.	<ul style="list-style-type: none"> * Individual or group intervention * Consultation * Classroom visuals and supports
HIGH ABILITY District resources at mccsc.edu/Page/4535	Identification as formally academically or intellectually gifted via cognitive scores, reading achievement, writing samples, classroom performance. A trained committee consults.	<ul style="list-style-type: none"> * Classroom clusters * Flexible grouping for math and language arts. * Gifted and talented program. Acceleration and enrichment in classroom combined with flexible grade level groupings in math and language arts.
SOCIAL SERVICES District resources at mccsc.edu/domain/65	Students come to the school social worker through self-referral, school personnel, parents, community agencies, or other students. The school social worker addresses a wide variety of concerns that can affect school life and academic performance, such as personal and family problems, attendance, friendships, bullying, and peer pressure	<ul style="list-style-type: none"> * Classroom presentations on bullying and safety (Second Steps curriculum), being part of a community, diversity * Emotional intelligence strategies: emotions and self-regulation * Small groups focus on issues such as social skills, friendships * Conflict mediation and circle discussions * Lunch groups * Crisis intervention, including harm risk assessments and referrals as needed * Breaks and check ins for students
PSYCHOLOGICAL SERVICES	Review of SEL data to determine those at-risk and provides intervention & support. Initial evaluations and annual IEP meetings to determine needed student level of support. Initial and annual 504 meetings to determine needed accommodations for those students. Teacher and parent initiated Whole Child System of Support (WCSS) meetings	<ul style="list-style-type: none"> * Response to Intervention approach for academics and behavior * Consultative services * Inclusion services * Self-contained support (e.g., Community Based) * Para-educator support

	Regular data review meetings assess student progress. System of Support (WCSS) meetings	
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Confidentiality. To protect students and others, our district adheres to federal and state confidentiality laws. Rights and responsibilities are outlined in our student handbook under Protection and Privacy. Additional information on inclusion can be found in our school's language and assessment policies.

Notes and sources

This document is guided by key ideas, from *Learning Diversity and Inclusion in IB Programmes*:

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire. Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.

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 rights and accept their responsibilities 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.

IB Programme Standards and Practices Related to Inclusion:

The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

The school identifies and provides appropriate learning support. (0202-02)

The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)

The school administers assessment consistently, fairly, inclusively and transparently. (0404-03)

IB works consulted:

IB Programme Standards and Practices. 2020.

PYP: From Principles to Practice. 2018.

Access and Inclusion Policy. 2018, 2021.

Learning Diversity and Inclusion in IB Programmes. 2016, 2018.

The IB Guide to Inclusive Education: A Resource for Whole School Development. 2015, 2019.

Inclusive Decision Pathways. IB. 2019.

Inclusion Policy Access and Review

University School's inclusion policy is available to all staff and parents via electronic format and on the school website. All staff are knowledgeable about the policy and can communicate this to parents.

The IB coordinator provides staff with the PYP Standards and Practices related to inclusion. All staff has been trained in the use of MyIB so they can directly access PYP documentation.

The inclusion policy document will be reviewed biennially and as the school community's perspective regarding inclusion evolves.

Written 2021 / updated 2022