

McGraw Mission: *Fostering Internationally-minded, life-long learners who all thrive in and positively shape our global community.*

McGraw Elementary Inclusion Policy



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Inclusion Philosophy

As an internationally-minded learning community, McGraw Elementary ensures access for and engagement among all students - in consideration of and response to their background, culture, identity, preferred learning modalities, language profile, strengths and needs - so that they can develop the attributes of the IB Learner Profile. In the process, we empower caring, open-minded, balanced learners who challenge themselves to thrive in and positively shape our global community.

We believe that...

- All students should feel accepted, valued and challenged to their fullest potential
- All students can learn and grow
- All students have unique strengths which should be highlighted and developed
- All students should be given ongoing opportunities to explore ideas, share their voice and celebrate their successes
- Students should be empowered to express what they know, understand and can do through their preferred modes of communication
- All students should be taught how to advocate for their own learning
- Learning support provided to students should be flexible and customized for individual needs
- High regard for the benefits of diversity, equity and inclusion must be reflected in the culture of our school
- Mutual respect must be fostered in all relationships (teachers/staff-students, students-students, staff-staff, teachers/staff-parents, parents-students, etc.)
- Being familiar with students' background, culture, identity, preferred learning modalities, language profile and strengths allows us to provide them access to learning opportunities
- Assessment should provide all learners with equitable opportunities to demonstrate and reflect on their learning
- Diversity is a positive asset which contributes to the richness and success of our learning community.

Rights and Responsibilities of Members of the School Community

Stakeholder groups in our learning community take the following actions to put our philosophy and beliefs about inclusive education into practice.

Leadership:

- Develops a school climate and culture which celebrates diversity and fosters inclusion

- Puts structures in place to seek the ideas of all members of the school community and value their points of view
- Allocates staffing and financial resources to address students' individual learning needs
- Provides time and resources for staff collaboration and professional development related to addressing the needs of diverse learners
- Ensures that federal, state and local laws and guidelines related to meeting the needs of diverse learners (students with special needs, students learning English as an additional language, students from low income households, etc.) are adhered to
- Ensures that school policies related to addressing the needs of diverse learners (Inclusion Policy, Language Policy, Access/Admissions Policy, Assessment Policy) are shared with and regularly reviewed/updated by the school community

Teachers/Staff:

- Develop a classroom/school culture that promotes trust, understanding, respect, self-esteem and the attributes of the IB learner profile
- Become familiar with and draw upon students' background, culture, identity, preferred learning modalities, language profile and strengths to provide equitable learning opportunities
- Encourage families and guardians to share about their culture, beliefs and traditions which might impact their child's education
- Understand their own background and cultural identity and share with students
- Engage in professional development to advance their learning related to meeting the needs of diverse learners
- Create high levels of engagement by empowering student voice, choice and ownership of learning
- Celebrate and model for students the value of risk taking, learning from mistakes and self-advocacy
- Teach students strategies to advocate for themselves and for others
- Develop authentic learning opportunities which relate to students' personal interests, backgrounds and real-life situations
- Scaffold learning to address various student strengths, needs and interests
- Provide opportunities for students to explore diverse and global perspectives, including those of under-represented populations
- Provide various opportunities for students to share, express and celebrate their learning in response to students' strengths and preferred modalities of communication
- Communicate regularly with parents and families, involving them as partners in their child's education
- Address home language needs when communicating with parents
- Collaborate regularly with colleagues and district support staff to address the diverse needs of learners

- Understand barriers to learning and how to remove/minimize/support learners to overcome them

Students:

- Internalize and put into practice the attributes of the IB Learner Profile
- Actively engage with and demonstrate ownership and pride for their learning
- Discover and pursue their personal interests and inquiries
- Advocate for themselves and for the needs and rights of their peers
- Take action to prevent negative language or behaviors against other students
- Express their voice through different modes of communication
- Take risks in their learning while demonstrating a growth mindset
- Make and reflect on their progress toward learning goals
- Demonstrate open-mindedness toward others' perspectives
- Demonstrate respect in their communication with others
- Speak honestly and openly during class meetings and discussions

Families and Guardians:

We welcome families and guardians to partner with us in their child's education. Among the ways they can do this is to:

- If they choose, share their background, culture and beliefs so teachers and staff are aware of how to best acknowledge/support within the classroom and school community
- Communicate openly with staff about concerns, celebrations, insights and questions related to their child's learning
- Actively participate in conferences and meetings regarding their child
- Support their child's development of the IB Learner Profile attributes at home and share actions their child has taken to demonstrate these
- Engage and support their child with schoolwork
- Celebrate their child's academic, behavioral, social and emotional growth
- Celebrate their child's efforts to take risks and learn from mistakes

Accommodations for Assessment

At McGraw we provide students with the opportunity to best demonstrate knowledge, understanding and skills regardless of their background, needs, culture, preferred learning modalities or language profile. Accommodations to ongoing daily classroom and state-mandated assessments are regularly implemented by teachers and assessment proctors.

Students with special needs who are on an Individualized Education Program, a Section 504 Plan or an MTSS plan may have assessment accommodations documented in their plan. Students

who are not on a formal plan may have assessment accommodations assigned based on individual needs.

Examples of commonly-used assessment accommodations at McGraw include:

- additional time
- preferential seating
- individual or small group testing environment
- providing written and visual instructions for the assessment
- reading assessment instructions and items to students
- rephrasing test instructions to aid in student understanding
- interpreting assessment instructions for students who are Deaf and Hard of Hearing
- availability of assessment materials in Spanish
- use of speech-to-text when constructing written responses
- built in breaks during assessments
- alternate assessments for students with significant cognitive and language needs
- modifying the content and format of classroom assessments based on student need
- providing students with opportunities to express their learning through various modalities (written, oral, visual, use of technology, etc.)
- use of manipulatives (hands-on materials) during testing

Legislation and Requirements

The following links detail local, state and federal legislation and requirements related to addressing the needs of diverse learners, including those identified as needing special services and support within and beyond the general classroom environment. McGraw staff receive ongoing professional development in and comply with the guidelines and processes outlined in the links below.

[Multi-Tiered Systems of Support \(MTSS\) Family, School and Community Partnering Implementation Overview for Colorado](#)

[McGraw MTSS Process](#)

[McGraw MTSS Flowchart](#)

[Individualized Education Plans \(IEP\) in Poudre School District](#)

[Parental Rights under IDEA](#)

[Section 504/Americans with Disabilities Act \(ADA\) Guidelines and Procedures](#)

[English Language Development Identification and Services in Poudre School District](#)

[Colorado READ Act Overview](#)

[McGraw Philosophy and Approach to Reading Instruction](#)

Resources

Utilization and development of the following human, natural, built and virtual resources support implementation of McGraw's inclusion policy.

Staff participate in culture, language, and diversity training required by the district and state. Poudre School District has created a [bank of resources](#) related to supporting students with diverse backgrounds and needs. We have the following support staff to address students with diverse needs: counselor, English Language Development, Deaf and Hard of Hearing, Integrated Services staff (Special Education), District Family Liaison, and Gifted and Talented coordinator.

Several McGraw Program of Inquiry units have a focus on relationships, perspectives, and identity.

Policy Review, Development and Communication

McGraw's inclusion policy is a living document that will be revisited by our staff annually. Formal review and revision of the policy will take place at least once during each 5-year IB program evaluation cycle or more frequently as needed. As changes are made to any of McGraw's other IB policies (academic integrity, access, assessment, and language policies) those changes will be articulated across policies and, where appropriate, reflected within the inclusion policy.

When changes to the inclusion policy are proposed, the input of staff (including classroom teachers, specialist teachers and support staff), parents and community members (through our School Accountability Committee and Parent IB Ambassadors) and students (through our student leadership team and our IB Student Ambassadors) will be requested and considered during the revision process. Policy review and revision work will be led by the members of the McGraw IB Leadership Team.

Our staff can access the inclusion policy through a shared Google Drive folder. The inclusion policy will be shared with families and our community via our school website and articles in the school newsletter which reference components of the policy. School administrators and instructional staff are knowledgeable about the policy and able to discuss the contents of the inclusion policy with parents.

Definitions of Terms

Access: The extent to which students are able to participate in learning opportunities.

Diversity: The collective attributes of individual students and adults which contribute to the richness and success of our learning community. Diversity can take many forms, including

culture, race, language, age, gender, socio-economic status, religious beliefs, learning style, communication style, personality, strengths, needs, skills/talents and interests.

Engagement: Student demonstration of agency (voice, choice and ownership) of their learning.

Equity: Providing students with fair and personalized support and opportunities to exercise voice, choice and ownership and thrive as learners based on their unique backgrounds, strengths, needs and interests.

Inclusion: An ongoing process that aims to increase access and engagement in learning for all students.

Opportunities: Learning opportunities which take place during and outside of the regular school day, including those within the general classroom, small groups, enrichment activities, clubs, teams, field trips, assemblies and other school and community events.

References

Learning diversity and inclusion in IB programmes. International Baccalaureate Organization, 2020.

Meeting student learning diversity in the classroom. International Baccalaureate Organization, 2019.

Poudre School District's Principles of Community. December 2021.

The IB guide to inclusive education: a resource for whole school development. International Baccalaureate Organization, 2019.