

Riffenburgh Elementary Inclusion Policy

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Riffenburgh's Mission

Riffenburgh is a caring community of inquisitive and reflective lifelong learners making connections across disciplines to become global citizens who respect differences among people.

Our Vision

Together, students, teachers, parents, and caregivers create a culture of acceptance and empowerment by recognizing the strength in the collection of people we are honored to call our community.

Foundational Agreements:

- Every member of our community is a learner
- All learners should feel safe to make mistakes and reflect on their experiences
- All learners should identify their learning journey as one of lifelong growth
- All learners should engage in exploration and personal goal setting
- All learners should be taught and exercise advocacy for their own learning
- All learners are recognized as diverse in their process and are offered various opportunities to pursue flexible and individualized discoveries
- All learners value connections with others through accepting relationships and open communication
- All learners have personal and cultural identities, both unique and shared backgrounds and language profiles
- All learners should experience assessment as equitable opportunities to reflect on growth and their personal learning journeys
- All learners should feel accepted and valued
- All learners should celebrate challenge and growth in their individualized learning journey
- Language drives learning
- Learning happens over time
- All learners value responsible choices, respect of self and others, fairness, and trustworthiness as principled members of our learning community

Inclusion Philosophy

As global community members, Riffenburgh Elementary, prioritizes the recognition of diverse perspectives as well as honors personal histories and cultural identities. All stakeholders including students, teachers, parents, and caretakers, create a culture of inclusion. We connect with each other and create engagement within our learning. Our diversity strengthens our roles as internationally-minded lifelong learners. We actively pursue all attributes of the IB Learner Profile encouraging inquiry, reflection, and action. We exercise our agency by enlisting and continually developing all skills within the IB Approaches to Learning.

Inclusion Policy: Rights and Responsibilities

Riffenburgh is determined to reflect inclusivity through our school culture, by fostering social and emotional as well as physical wellness. We emphasize, teach, refer to and celebrate the characteristics and attributes outlined in the IB Learner Profile. We recognize diversity of perspective as both an asset and a necessity for internationally-minded learners.

The following outline actions for an inclusive culture at Riffenburgh Elementary:

Leadership commits to:

- Prioritize practices promoting stakeholder well-being and belonging
- Promote a school culture and climate that celebrates diversity and diverse perspectives
- Helping all learners identify strength and growth areas
- Curates systems of open and positive communication for all stakeholders
- Allocates staffing and financial supports to address learner needs, and aspirations
- Provides consistent and meaningful time for collaboration to promote learning and growth, both professionally and personally (including professional development opportunities and facilitation)
- Ensures that federal, state, and local laws and guidelines related to meeting the needs of diverse learners
- Ensures that school policies related to addressing the needs of diverse learners are shared with and regularly reviewed and updated by the school community (Inclusion Policy, Language Policy, Access/Admissions Policy, Assessment Policy, Academic Integrity Policy)

Teachers/Staff commits to:

- Foster a climate of communication and acceptance within the learning environment and the school community
- Communicate regularly with families and caretakers about classroom engagements, operational happenings, and open reflections on learning
- Routinely provide opportunities for learners to share, question, connect, pursue inquiry, and act to apply learning, through the IB Approaches to Learning
- Use approaches to teaching that are inquiry based, conceptually driven, contextualized, collaborative, differentiated, and informed by assessment
- Collaborate with teaching cohorts as grade levels, school teams, and district communities to address diverse learners and address strengths, needs and barrier removal (evidenced in PLC structures, Kid Talk Protocols, Shared Collaboration Time, Allocated Reflection Days and Data Talks, Transdisciplinary Units of Inquiry)
- Address home language needs with consideration of resources provided by both the school and district
- Develop trust and acceptance through actively referring to and teaching the attributes of the IB Learner Profile
- Offer opportunities for learners to design and pursue engagements related to their interests and inquiries
- Recognize individual learner strengths and growth areas to provide equitable learning engagements
- Offer engagements with a variety of access points
- Recognize and empower students' understanding of their background, language profile, and cultural and personal identity
- Encourage open communication of varied perspectives
- Invite and encourage families and caretakers to share about their culture, beliefs, and traditions that impact the child's education
- Actively teach and pursue student voice, choice, and ownership of their learning
- Work to remove barriers to learning by understanding the learner and offering equitable practices such as, but not limited to, scaffolding and varied assessments
- Teach students to advocate for themselves and their learning by providing a climate of trust and shared construction of learning

Students commit to:

- Explore, pursue and put into practice the attributes of the IB Learner Profile
- Commit to advocating for needs for their learning, well-being, and belonging as well as for peers
- Reflect on and pursue personal inquiry and action
- Practice courageous pursuit of growth, goal setting, and personal and collective achievement
- Work to engage in learning from a variety of access points
- Honor personal and cultural identity through intentional and varied forms of communication
- Work to create climates of trust and support among peers and teachers
- Engage in open-minded thinking by both considering various perspectives and reacting with empathy
- Routinely reflect on progress, challenges, and action steps to exercise agency
- Act with integrity during all academic exchanges and sharing

Families and Caretakers:

We believe that families and caretakers are active partners in our students' learning. We welcome and encourage this relationship through the following actions.

- Celebrate learning through reflecting on growth in all aspects of academic, behavioral, social, and emotional pursuits
- Recognize the value in learning from mistakes and celebrate the pursuit of courageous learning
- Openly support and connect the attributes of the IB Learner Profile at home and share celebrations of action related to these
- Feel comfortable to share background, culture, and beliefs to allow for all stakeholders to support learners
- Communicate with administration and staff concerning questions, comments, celebrations, and concerns related to their child that are solution centered
- Actively participate in communication, meetings, and conferences regarding their student (s)

Inclusion Through the Lens of Assessment

Riffenburgh Elementary values the importance of reflection through assessment as essential to learning. Reflection as assessment is prevalent in all aspects of our learning day. We provide students with multiple and varied opportunities to demonstrate knowledge and understanding. Learners demonstrate skills acquisition in various ways regardless of background, need, culture, learning strengths, or language profile. Accommodations to our assessments are varied and occur daily in the collaboratively and intentionally designed learning engagements.

Assessment Accommodations

Accommodations for teacher and student-created assessments, as well as for state-mandated tests, are regularly implemented by teachers and assessment proctors. Our school follows the district and state guidelines regarding Individualized Education Plans, Section 504 plans, MTSS Plans, and assessment accommodations and strategies. All assessment accommodations are based on individual needs.

Common accommodations include but are not limited to:

- extended time
- prior notice of tests and quizzes
- frequent check-in and reminders
- scribing
- small group environment
- 1:1 testing environment
- speech to text
- preferential seating
- written or visual instructions
- proctor read instructions and assessment items
- pre-arranged breaks
- use of hands-on tools
- integrated speech recognition technology
- variety of ways to demonstrate learning
- availability of assessment materials in Spanish
- alternate assessments for students with significant cognitive and language needs
- modifying the content and format of classroom assessments based on student need

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.

Multi-Tiered Systems of Support (MTSS) Family, School and Community Partnering Implementation Overview for Colorado	Integrated services Parent Handbook
Riffenburgh Kid Talk Protocol	504 requirements
Riffenburgh MTSS Case Study Protocol	ELD District Resource
Riffenburgh MTSS Flowchart	Colorado READ Act Overview

Resources

Riffenburgh provides relevant human, natural, built, and virtual resources to implement our Inclusion Policy. Our school identifies and provides appropriate learning support.

Poudre School District offers resources to staff and all stakeholders in culture, language, and diversity training, including those required by the district and state.

[Poudre School District Resources](#)

In addition to all classroom teachers and specialists, a school counselor, a school psychologist, an English Language Development Educator, Integrated Services Staff, an MTSS and Intervention Coordinator, Instructional Paraprofessionals, Gifted and Talented Educator, and Family Liason Specialist are all available to assist with the diverse needs of our students.

Policy Purpose, Definition, Review, and Communication

The purpose of this document is to outline the inclusion policy of Riffenburgh Elementary utilizing the guideline outlined by the *General Regulations: Primary Years Program*. This policy is derived from the input from Riffenburgh's Learning Community and its stakeholders. It is a statement of purpose that outlines goals specific to inclusion and its role in learning and teaching.

We define inclusion as actively working to increase access and engagement for all learners by identifying and removing barriers to learning. Therefore this document and its contents is routinely reviewed by all stakeholders yearly. Input is collected and presented to the IB Leadership Committee. Any proposed changes are articulated and agreed upon before revisions are made.

A formal review and revision of all policies will occur within the five-year IB program evaluation cycle or more frequently as needed. Collected input by all stakeholders, School Accountability Committee, Grade Level Teams, Specialists, Support Personnel, and Student Committee, will be used by Riffenburgh's IB Leadership Committee to update the policy.

All Riffenburgh policies can be accessed through Google Suite and are shared on the school website. School administrators and instructional staff are knowledgeable about the policies and can discuss the contents of the inclusion policy with all stakeholders.

Definitions of Terms

Access: The ability for students to participate in learning experiences.

Accommodation: The term used to describe an alteration of the environment, curriculum format, or equipment that allows an individual to gain access to content and/or complete learning tasks.

Climate: Defined as the perceptions of a social environment that are shared by the learning community.

Diversity: The concept of diversity embraces the wide range of human characteristics used to mark or identify individual and group identities. These characteristics include but are not limited to, ethnicity, race, national origin, age, personality, sexual orientation, gender, class, religion, ability, and linguistic preferences.

Engagement: Refers to educational interactions during which students are asked to apply approaches to learning to illicit agentic learning, exercising voice, choice, and ownership.

Equity: As a function of fairness, equity implies ensuring that people have what they need to participate in school life and reach their full potential. Equitable treatment involves eliminating barriers that prevent the full participation of all individuals.

Inclusion: Taking every individual's experience and identity into account and creating conditions where all feel accepted, safe, empowered, supported, and affirmed.

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