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Birchwood Elementary Inclusion Policy

Birchwood Mission Statement

At Birchwood Elementary School we strive to develop knowledgeable, skilled, compassionate, principled, and action-oriented young people. We want Birchwood students to become internationally-minded individuals who help create a better world.

To that end, we commit ourselves to:

- Honor diversity and individuality in a safe learning environment.
- Build a community where students, families, and staff collaborate with each other to help students realize their academic, creative, social, and physical potential.
- Act with integrity and honesty.
- Take on new challenges, learn to be resourceful and resilient, and use these skills to become lifelong learners.
- Become caring, compassionate, and respectful people who have a global understanding of the world.
- Make balanced and healthy choices in our lives to achieve well-being for ourselves and others.
- Develop teamwork skills and share our learning with others

Policy Philosophy

(From BPS EDI Page):

A key strategy of the [Bellingham Promise](#) is a focus on Equity, Diversity and Inclusion. The Promise states, “We envision and strive for a more diverse, inclusive and equitable organization. Focus areas include, but are not limited to, race and ethnicity, gender identity and sexual orientation, socioeconomic status, ability, language and culture.”

(From BPS Vision for Inclusion):

To fully realize Bellingham Public School’s Promise to Inclusive Education, Bellingham school district aims to create a community of belonging where all students, faculty, and staff have opportunities to contribute in meaningful ways and grow their skills and understandings in all places together. In order to do this, we will develop a community that understands, demands and implements a continuum of services at every school and eliminates segregated programming. This commitment recognizes the past and present disproportionate displacement of students due to disciplinary action and history, language learning status, disability, and any other label we have assigned our students and/or to examine and prevent the segregation of any of our BPS students.

Principles and Practices

Taken from UW Haring Center, Principles and Practices to Build and Sustain Inclusive Schools

Only high-leverage principles and practices included.

More can be found here: [UW Haring Center Principles and Practices to Build and Sustain Inclusive Schools](#)

• Inclusive Mission, Vision, Philosophy

- Inclusive education is clearly defined and the definition is shared by all staff, students, and community members.
- Visionary site-based leadership that commits to prioritizing mission and vision and integrates inclusion across all school-based improvement plans.
- School leadership that engages in distributive leadership, includes engaging stakeholders through all levels of the process.
- A multi-year plan that supports the vision of an inclusive school that includes specific actions toward building capacity and community.

- **Inclusive Master Schedule**

- The spring prior to the next school year, a building leadership team is assembled that includes general education and special education representatives to inform the master schedule.
- Align general education grade levels schedule (literacy, math, etc.) or department level (Math, English)
- Schedule common grade level and co-planning times that include special education teachers.
- Schedule schoolwide inclusionary practices (SEL, community building, intervention blocks, co-teach partnerships, etc.) and prioritize these activities and services from the beginning.
- Publish master schedule and share with the entire school community. Included in the master schedule are specialist schedules.

- **Collaborative Structures**

- Site based leadership prioritizes and preserves collaborative structures by honoring those times and not scheduling into that time.
- There are scheduled times for special education teachers to be in general education classrooms to model inclusionary practices.
- There are regularly scheduled opportunities for special educators to collaborate with one another to facilitate a flexible service delivery model.

- **Inclusionary Practices**

- Multi Tiered systems of support are in place
 - All Tiers of instruction and support (Tiers 1, 2, and 3) are available for all students. Having access to Tier 2 or 3 does not remove the student from access to Tier 1 instruction.
 - Intervention and acceleration groupings and instruction are determined by data collection and data analysis protocols.
- Students with IEPs receive instruction in grade level general education classes, using grade level curriculum and that addresses common core standards.
- Lessons are culturally responsive, differentiated, and based on the principles of [Universal Design for Learning](#) (books, materials, unit plans are representative of marginalized voices, identities, modes of communication, etc. that are traditionally erased, excluded, and undervalued).
- Alternative Augmentative Communication (AAC) systems are available and utilized in general education contexts that include a variety of tools to support communication and are used throughout all aspects/environments of a student's day.
- Students have a sense of belonging in their general education classrooms and the larger school by seeing themselves represented in the curriculum, materials, instructional examples and by providing universally designed instruction.

- **Flexible Learning Environments and Staffing**

- All students are on the attendance roster in the general education classrooms.
- All learning spaces are flexible (classrooms, pods, common areas) where students with and without IEPs receive instruction together to support their learning in general education and to target essential skills based on data collection.
- Classrooms are organized in a way that allows for a variety of methods of instruction (i.e. small group, large group, flexible groupings, multiple educators delivering instruction).
- Roles and responsibilities are clearly outlined and discussed for all adults in the school (special education, general education, paraprofessionals, specialists, related services personnel)
- Tools to support engagement and reengagement are provided in the general education classroom environment (calm down corner, sensory area, break spaces, assistive technology) and all students receive instruction around how to use those tools in the general environment.

• Inclusive IEPs - Special education, general education teacher, related service providers and family co-assess and collaborate on goal development related to grade level content standards. -IEP goals include and address curriculum standards, essential skills, and peer interaction and are written to allow for goals to be addressed and embedded throughout naturally occurring routines throughout the day. -IEP services delivery matrices show special education services provided in the general education context. -Families are involved in the process of creating the IEP and ongoing collaboration.
• Sustained Family and Community Engagement - Principals connect with families who historically have not been included or in leadership roles in the school community and invite them to be part of the leadership team. -School elicits feedback from families' preferred ways of two-way communication (email, phone, school apps, etc.) and uses a variety of formats to communicate. - Communication is presented in all primary languages reflective of the school population. -All school activities have interpreters (multiple languages, including ASL) and virtual school meetings include closed captioning.

Legal Requirements (only for Inclusion Policy) We acknowledge and meet the legal requirements for Special Education Services, Multilingual Services and Confidentiality.	
Special Education: "It is the purpose of RCW 28A.155.010 through 28A.155.160 , 28A.160.030 , and 28A.150.390 to ensure that all children with disabilities as defined in RCW 28A.155.020 shall have the opportunity for an appropriate education at public expense as guaranteed to them by the Constitution of this state and applicable federal laws." Implementation: • IEPs (Individualized Education Plans) and 504s – include accommodations, modifications, SDI to support learners in the general education classroom. • Assess and review IEPs and 504s yearly or at parent/guardian or staff request. • District guidelines: https://bellingshamschools.org/procedures/2161-procedure/	Multilingual Learners: "To help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet." (Federal Law) Implementation: • We utilized a Multilingual Learner Specialist as a building resource to support teachers, families, and students. • Yearly assessment of English Language Proficiency through the WIDA assessment
Confidentiality: We follow our district guidelines for confidentiality of student records: https://bellingshamschools.org/procedures/3231-procedure/ Specifically for Students with Disabilities/504: https://bellingshamschools.org/procedures/2162-procedure/	

(modified from Carl Cozier Elementary School Inclusion policy-2021)

	Building-Based Future Planning/ Action Steps (Informed by Principles and Practices Above)	Tools, Resources or Learning Needed	Evidence/ What will we measure? How will we know we accomplished the action step?	Connection to: Purpose, Environment, Learning, Culture
Year 0 (22-23)	Analyze current environment, systems, and structures to look for ways to modify and embed inclusive practices. Increase family engagement onsite.	A structured PD plan for the year to scaffold this thinking work. On-going PD to shift instruction and learn inclusive strategies, techniques, and philosophies. District, whole building, and cross-team collaboration time to problem-solve and rethink our environment, classroom and building processes and structures, and pedagogy. Monthly Leadership meetings	We have shifted our master schedule to allow for consistent grade level collaboration times, and our collaboration is grounded in transdisciplinary and inclusive growth. We solicit feedback from stakeholders using Leadership Meetings and digital tools such as MS Forms. This will create a baseline we can follow through the five years. After-school programs, clubs, and parent meetings have already increased family engagement.	Leadership 3: The school organizes time for learning and teaching that provides a broad, balanced and connected curriculum and serves the changing needs of its community. (0201-03) Student support 1.3: The school provides effective learning spaces and learning environments. (0202-01-0300) Student support 2: The school identifies and provides appropriate learning support. (0202-02) Student support 2.1: The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100) Student support 2.2: The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200) Student support 2.4: The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students. (0202-02-0400) Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02) (Used with permission from: https://resources.ibo.org/data/programme-standards-and-practices_5490368c-3f6e-4531-851b-3412c18a2f09/programme-standards-and-practices-en_1f451eaa-1274-4fa5-a7ff-692323462485.pdf)
Year 1 (23-24)	Continue analyzing current systems, structures, and environment to look for ways to increase access for all. Strengthen and/or revise current units to increase inclusionary pedagogy, transdisciplinary connections, and agency.	A structured PD plan for the year to scaffold this thinking work. On-going PD to shift instruction and learn strategies, techniques, and philosophies to support inclusion and agency. District, whole building, and cross-	Use IB Learner Profile attributes and unit reflections to solicit feedback from students, staff, and families about inclusion at Birchwood. Use leadership meetings to address building goals and solicit feedback from teams regarding inclusionary practices.	Purpose 2: The school's pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate lifelong learners. (0101-02) Purpose 2.1: The pedagogical leadership team articulates a shared commitment to the IB's mission and philosophy. (0101-02-0100) Leadership 3: The school organizes time for learning and teaching that provides a broad, balanced and connected curriculum and serves the changing needs of its community. (0201-03) Student support 1.3: The school provides effective learning spaces and learning environments. (0202-01-0300)

	Continue to partner with families and the Family Resource Center to increase and strengthen family engagement at Birchwood. Review Inclusion Policy	team collaboration time to problem-solve and rethink our environment, classroom and building processes and structures, and pedagogy. Monthly Leadership meetings	Continue gathering feedback from stakeholders using MS Forms. Begin use of portfolios	Student support 2: The school identifies and provides appropriate learning support. (0202-02) Student support 2.1: The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100) Student support 2.2: The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200) Student support 2.3: The school provides staff, facilities and resources as outlined in their inclusion policy. (0202-02-0300) Student support 2.4: The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students. (0202-02-0400) Student support 3: The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03) Student support 3.1: The school identifies and allocates spaces and resources to support the social, emotional, and physical well-being of its students and teachers. (0202-03-0100) Student support 3.2: The school demonstrates in its systems, processes and policies attention to the social, emotional, and physical well-being of its students and teachers. (0202-03-0200) Student support 3.3: The pedagogical leadership team and teachers support students' social, emotional and physical well-being. (0202-03-0300) Student support 3.4: The school promotes open communication based on understanding and respect. (0202-03-0400) <i>Student support 5: The school builds relationships with the wider community that are a source of wisdom and expertise to strengthen the implementation of its IB programme(s). (0202-05)</i> Student support 5.1: The school identifies and uses a variety of human, virtual and physical resources in the wider community that aid and extend student learning. (0202-05-0100) Student support 5.2: The school provides meaningful opportunities for legal guardians to contribute to the development and support of its programme(s). (0202-05-0200) Culture 1.2: The school provides relevant support materials, resources and structures to promote access to the school's programme(s) for as many students as reasonable. (0301-01-0200) PYP 1: The school articulates and demonstrates the PYP to include all students, regardless of learner variability, unless the school's regulatory environment precludes full enrollment and requires
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				the school offer the relevant national or state/provincial curriculum to certain students. (0301-01-0311) <i>Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)</i> Coherent curriculum 1.4: The school provides collaborative planning time for teachers to incorporate IB philosophy into the curriculum. (0401-01-0400) Coherent curriculum 1.5: The school articulates its schedule and curriculum to make it possible for students to make connections across their learning. (0401-01-0500) Coherent curriculum 2.2: Teachers plan and reflect collaboratively to consider connections and relationships between different areas, and reinforce shared concepts, content and skills. (0401-02-0200) <i>Lifelong learners 2: Students demonstrate and reflect on their continued development of the IB learner profile attributes. (0402-02)</i> Lifelong learners 2.1: Students understand the IB learner profile and can reflect on it effectively. (0402-02-0100) Lifelong learners 2.2: Teachers provide students with opportunities in the curriculum to reflect on the growth and demonstration of their IB learner profile attributes. (0402-02-0200) Lifelong learners 3.3: Pedagogical leaders provide opportunities for student voice to be represented in the school. (0402-03-0300) Approaches to teaching 1.4: Teachers encourage student choice in appropriate places in the curriculum. (0403-01-0400) Approaches to teaching 1.5: Teachers facilitate student exploration of their personal interests and ideas. (0403-01-0500) Approaches to teaching 4: Teachers promote effective relationships and purposeful collaboration to create a positive and dynamic learning community. (0403-04) Approaches to teaching 4.1: Teachers collaborate to ensure a holistic and coherent learning experience for students in accordance with programme documentation. (0403-04-0100) Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)
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				Approaches to teaching 5.1: Teachers consider learner variability when planning students' personal learning goals. (0403-05-0100) (Used with permission from: https://resources.ibo.org/data/programme-standards-and-practices_5490368c-3f6e-4531-851b-3412c18a2f09/programme-standards-and-practices-en_1f451eaa-1274-4fa5-a7ff-692323462485.pdf)
Year 2 (24-25)	Continue developing transdisciplinary units. Continue to look for ways to increase belonging and agency through unit planning, classroom culture and design, and learning experiences. Begin investigating use of master schedule to increase opportunities for specialist and Special Education collaboration with grade level teams.	A structured PD plan for the year to scaffold this thinking work. On-going PD to shift instruction and learn strategies, techniques, and philosophies to support inclusion and agency. District, whole building, and cross-team collaboration time to problem-solve and rethink our environment, classroom and building processes and structures, and pedagogy. Monthly Leadership meetings.	Use IB Learner Profile attributes and unit reflections to solicit feedback from students, staff, and families about inclusion at Birchwood. Use leadership meetings to address building goals and solicit feedback from teams regarding inclusionary practices. Continue gathering feedback from stakeholders using MS Forms.	Leadership 3: The school organizes time for learning and teaching that provides a broad, balanced and connected curriculum and serves the changing needs of its community. (0201-03) Student support 1.3: The school provides effective learning spaces and learning environments. (0202-01-0300) Student support 2: The school identifies and provides appropriate learning support. (0202-02) Student support 2.1: The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100) Student support 2.2: The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200) Student support 2.4: The school demonstrates a commitment to make the most effective use of learning spaces and learning environments in ways that meet the needs of all students. (0202-02-0400) Student support 3: The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03) Student support 3.1: The school identifies and allocates spaces and resources to support the social, emotional, and physical well-being of its students and teachers. (0202-03-0100) Student support 3.2: The school demonstrates in its systems, processes and policies attention to the social, emotional, and physical well-being of its students and teachers. (0202-03-0200) Student support 3.3: The pedagogical leadership team and teachers support students' social, emotional and physical well-being. (0202-03-0300) Student support 5: The school builds relationships with the wider community that are a source of wisdom and expertise to strengthen the implementation of its IB programme(s). (0202-05) Student support 5.1: The school identifies and uses a variety of human, virtual and physical resources in the wider community that aid and extend student learning. (0202-05-0100)

				Student support 5.2: The school provides meaningful opportunities for legal guardians to contribute to the development and support of its programme(s). (0202-05-0200) Teacher support 3: The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). (0203-03) Teacher support 3.1: The school allocates dedicated and scheduled and/or timetabled time for teachers' collaborative planning and reflection. (0203-03-0100) PYP 1: The school articulates and demonstrates the PYP to include all students, regardless of learner variability, unless the school's regulatory environment precludes full enrollment and requires the school offer the relevant national or state/provincial curriculum to certain students. (0301-01-0311) Coherent curriculum 1: The school plans and implements a coherent curriculum that organizes learning and teaching within and across the years of its IB programme(s). (0401-01) Coherent curriculum 1.1: The school designs its curriculum in accordance with programme documentation. (0401-01-0100) Coherent curriculum 1.2: The school articulates its curriculum horizontally and vertically. (0401-01-0200) Coherent curriculum 1.3: The school demonstrates that all applicable IB curriculum frameworks are fully integrated with the requirements for school, local, state or provincial and national education authorities. (0401-01-0300) Coherent curriculum 1.4: The school provides collaborative planning time for teachers to incorporate IB philosophy into the curriculum. (0401-01-0400) Coherent curriculum 1.5: The school articulates its schedule and curriculum to make it possible for students to make connections across their learning. (0401-01-0500) PYP 1: The school designs a programme of inquiry that consists of six units of inquiry—one for each transdisciplinary theme—at each year or grade level, with the exception of students who are 3-6 years where the requirement is at least four units at each year or grade level, two of which must be under "Who we are" and "How we express ourselves". (0401-01-0511) PYP 2: The school commits to the PYP as the framework for planning, teaching, and learning across the curriculum. (0401-01-0512)
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				PYP 3: The school ensures that all subjects are represented within the programme of inquiry at each year or grade level. (0401-01-0513) Coherent curriculum 1.6: The school demonstrates that the curriculum is influenced by an understanding of students' prior knowledge, identities, backgrounds, needs and contexts. (0401-01-0600) Coherent curriculum 2: Teachers collaborate to design, plan and deliver the school's IB programme(s). (0401-02) Coherent curriculum 2.1: Teachers collaborate to plan and design units that meet programme requirements and are in accordance with programme documentation. (0401-02-0100) PYP 1: Teachers use the PYP planner template(s) or otherwise document the way that they use the PYP planning process to collaboratively design, plan and deliver the programme. (0401-02-0111) PYP 2: The school demonstrates a commitment to transdisciplinary learning by ensuring that the programme of inquiry is collaboratively designed, planned and facilitated between the classroom teacher and specialist teachers to deliver the subjects included in each unit of inquiry. (0401-02-0112) Coherent curriculum 2.2: Teachers plan and reflect collaboratively to consider connections and relationships between different areas, and reinforce shared concepts, content and skills. (0401-02-0200) Coherent curriculum 2.3: Teachers use human, physical and virtual resources to aid and extend their collaboration. (0401-02-0300) Coherent curriculum 2.4: Teachers use collaborative planning and reflection to address the elements of an IB education. (0401-02-0400) Coherent curriculum 3.2: The school ensures that all teachers and pedagogical leadership teams have access to relevant communities that support the development of the programme(s). (0401-03-0200) Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05) Approaches to teaching 5.1: Teachers consider learner variability when planning students' personal learning goals. (0403-05-0100) (Used with permission from: https://resources.ibo.org/data/programme-standards-and-practices_5490368c-3f6e-4531-851b-3412c18a2f09/programme-standards-and-practices_5490368c-3f6e-4531-851b-3412c18a2f09.pdf)
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Year 3 (25-26)	Develop and/or strengthen structures to assess student needs and growth holistically and comprehensively. Develop adult capacity to partner with students and design learning experiences to accommodate student variability. PD focus on implementation of authentic assessment per the philosophy of the IB and inclusionary best practices.	A structured PD plan for the year to scaffold this thinking work. On-going PD to support development of inclusive assessment practices aligned with the IB mission. District, whole building, and cross-team collaboration time to problem-solve and further develop our practice and philosophy around assessment. Monthly Leadership meetings.	Evidence of an increase in the use of the IB Learner Profile attributes and unit reflections to assess student growth (in planners and with classroom evidence). Use leadership meetings to address building goals and solicit feedback from teams regarding inclusionary practices. Continue gathering feedback from stakeholders using MS Forms. Targeted feedback regarding assessment of needs and growth sent to all stakeholders for Leadership review.	Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01) Approaches to assessment 1.1: Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation. (0404-01-0100) Approaches to assessment 1.2: The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200) Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02) Approaches to assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100) PYP 1: Teachers document and analyze student learning over time to design learning experiences based on data. (0404-02-0111) Approaches to assessment 2.2: The school demonstrates that assessment practices are formed around conceptual learning. (0404-02-0200) Approaches to assessment 3: The school administers assessment consistently, fairly, inclusively and transparently. (0404-03) Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04) Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100) (Used with permission from: https://resources.ibo.org/data/programme-standards-and-practices-en_1f451eaa-1274-4fa5-a7ff-692323462485.pdf)
Year 4 (26-27)	Execute monitor and reflect.	Monthly Leadership meetings. Structured PD and collaboration time for reflection and	MS Forms and Learner Profile/Unit reflections to solicit feedback from stakeholders.	Leadership 1: The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development. (0201-01) Leadership 3: The school organizes time for learning and teaching that provides a broad, balanced and connected curriculum and serves the changing needs of its community. (0201-03)

		planning next steps and collaboration.		Leadership 4: The school implements and reviews systems and processes to improve the operation and sustainability of its IB programme(s). (0201-04) PYP 1: The school allocates adequate resources to support collaborative planning amongst subject specialists and classroom teachers for transdisciplinary learning. (0201-05-0111) Teacher support 2: The school ensures that leadership and teachers participate in appropriate and timely professional learning to inform their practice. (0203-02) Teacher support 3: The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). (0203-03) Teacher support 3.1: The school allocates dedicated and scheduled and/or timetabled time for teachers' collaborative planning and reflection. (0203-03-0100) Coherent curriculum 1: The school plans and implements a coherent curriculum that organizes learning and teaching within and across the years of its IB programme(s). (0401-01) Coherent curriculum 1.1: The school designs its curriculum in accordance with programme documentation. (0401-01-0100) Coherent curriculum 1.2: The school articulates its curriculum horizontally and vertically. (0401-01-0200) Coherent curriculum 1.4: The school provides collaborative planning time for teachers to incorporate IB philosophy into the curriculum. (0401-01-0400) Coherent curriculum 2: Teachers collaborate to design, plan and deliver the school's IB programme(s). (0401-02) Coherent curriculum 2.1: Teachers collaborate to plan and design units that meet programme requirements and are in accordance with programme documentation. (0401-02-0100) PYP 1: Teachers use the PYP planner template(s) or otherwise document the way that they use the PYP planning process to collaboratively design, plan and deliver the programme. (0401-02-0111) PYP 2: The school demonstrates a commitment to transdisciplinary learning by ensuring that the programme of inquiry is collaboratively designed, planned and facilitated between the classroom teacher and specialist teachers to deliver the subjects included in each unit of inquiry. (0401-02-0112)
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				Coherent curriculum 2.2: Teachers plan and reflect collaboratively to consider connections and relationships between different areas, and reinforce shared concepts, content and skills. (0401-02-0200) Coherent curriculum 2.3: Teachers use human, physical and virtual resources to aid and extend their collaboration. (0401-02-0300) Coherent curriculum 2.4: Teachers use collaborative planning and reflection to address the elements of an IB education. (0401-02-0400) Lifelong learners 2: Students demonstrate and reflect on their continued development of the IB learner profile attributes. (0402-02) Lifelong learners 2.1: Students understand the IB learner profile and can reflect on it effectively. (0402-02-0100) Lifelong learners 2.2: Teachers provide students with opportunities in the curriculum to reflect on the growth and demonstration of their IB learner profile attributes. (0402-02-0200) Lifelong learners 3: Students identify and foster healthy relationships, an understanding of shared responsibility, and the ability to collaborate effectively. (0402-03) Lifelong learners 3.1: Students and teachers engage in learning experiences that are designed to include opportunities for students to collaborate. (0402-03-0100) Lifelong learners 3.2: The school demonstrates that collaboration and effective relationship building are featured explicitly within the curriculum. (0402-03-0200) Lifelong learners 3.3: Pedagogical leaders provide opportunities for student voice to be represented in the school. (0402-03-0300) Lifelong learners 6: Students take ownership of their learning by setting challenging goals and pursuing personal inquiries. (0402-06) Lifelong learners 6.1: Students take opportunities to develop personal learning goals. (0402-06-0100) Lifelong learners 6.2: Students take opportunities to ask questions and pursue personal inquiries and actions. (0402-06-0200) Lifelong learners 7: Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07) Lifelong learners 7.1: The school provides opportunities for students to explore and develop
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				their personal and cultural identities. (0402-07-0100) Lifelong learners 7.2: The school community affirms individual student identity through learning and teaching. (0402-07-0200) Lifelong learners 7.3: Students take opportunities to develop their language profiles. (0402-07-0300) Approaches to teaching 1: Teachers use inquiry, action and reflection to develop natural curiosity in students. (0403-01) Approaches to teaching 1.1: Teachers use inquiry-based teaching strategies and learning engagements. (0403-01-0100) Approaches to teaching 1.2: The school monitors and evaluates inquiry-based teaching strategies and learning engagements. (0403-01-0200) Approaches to teaching 1.3: The school provides opportunities for students to actively engage in interactive and exploratory learning environments and/or play in accordance with programme documentation. (0403-01-0300) Approaches to teaching 1.4: Teachers encourage student choice in appropriate places in the curriculum. (0403-01-0400) Approaches to teaching 1.5: Teachers facilitate student exploration of their personal interests and ideas. (0403-01-0500) Approaches to teaching 2: Teachers focus on conceptual understanding to support students in developing their ideas. (0403-02) Approaches to teaching 2.1: Teachers demonstrate strategies focused on conceptual understanding. (0403-02-0100) Approaches to teaching 2.2: Teachers plan and facilitate learning experiences through which students can develop their own conceptual understandings. (0403-02-0200) Approaches to teaching 2.3: Students take opportunities to explore and develop their own conceptual understandings in appropriate places in the curriculum. (0403-02-0300) Approaches to teaching 3: Teachers use local and global contexts to establish the relevance of the curriculum. (0403-03) Approaches to teaching 3.1: Teachers ensure that there are clear examples of connections to local and global contexts in the curriculum. (0403-03-0100) Approaches to teaching 3.2: Teachers encourage students to transfer their conceptual understandings to unfamiliar contexts. (0403-03-0200)
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				Approaches to teaching 4: Teachers promote effective relationships and purposeful collaboration to create a positive and dynamic learning community. (0403-04) Approaches to teaching 4.1: Teachers collaborate to ensure a holistic and coherent learning experience for students in accordance with programme documentation. (0403-04-0100) Approaches to teaching 4.2: Students collaborate with teachers and peers to plan, demonstrate, and assess their own learning. (0403-04-0200) Approaches to teaching 4.3: The school provides opportunities for students to collaborate based on their strengths and abilities. (0403-04-0300) PYP 1: Teachers use flexible grouping of students to maximize learning, ensure student well-being, and provide a variety of opportunities for collaboration. (0403-04-0311) Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05) Approaches to teaching 5.1: Teachers consider learner variability when planning students' personal learning goals. (0403-05-0100) Approaches to teaching 5.2: Teachers integrate prior knowledge into the curriculum to aid and extend learning for all students. (0403-05-0200) Approaches to teaching 5.3: Teachers use IB-mandated policies to support students. (0403-05-0300) Approaches to teaching 5.4: Teachers support language development with consideration for the language profiles of students. (0403-05-0400) Approaches to teaching 5.5: Teachers use multiple technologies to aid and extend learning and teaching. (0403-05-0500) Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01) Approaches to assessment 1.1: Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation. (0404-01-0100) Approaches to assessment 1.2: The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200) Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-
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				purpose for the curriculum and stated learning outcomes and objectives. (0404-02) Approaches to assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100) PYP 1: Teachers document and analyse student learning over time to design learning experiences based on data. (0404-02-0111) Approaches to assessment 2.2: The school demonstrates that assessment practices are formed around conceptual learning. (0404-02-0200) Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04) Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100) (Used with permission from: https://resources.ibo.org/data/programme-standards-and-practices_5490368c-3f6e-4531-851b-3412c18a2f09/programme-standards-and-practices-en_1f451eaa-1274-4fa5-a7ff-692323462485.pdf)
Year 5 (27-28)	Formal review of Inclusion Policy and practice: reflect, implement adjustments, and develop next steps.	Monthly Leadership meetings. Structured PD and collaboration time for reflection and planning next steps and collaboration.	MS Forms and Learner Profile/Unit reflections to solicit feedback from stakeholders. Haring Center and District guidance.	This will be the beginning of our next Self-Study review process. All Standards and Practices will be evaluated and reviewed.

Resources
Haring Center Inclusive Principles and Practices Supporting Artifacts (pages 10-14) The IB UDL Framework Bellingham School District resources: Family Resource Center; Equity, Diversity, and Inclusion department, District Leadership Team, and Special Education teams.