



Northern Heights Elementary School

IB-Primary Years Program

Inclusion Policy



Northern Heights Mission

Northern Heights School provides a balanced, engaging, and comprehensive education that prepares all students for success as global citizens. We strive to develop caring, principled individuals with a sense of community, who value individual differences and diverse perspectives. As reflective thinkers and inquirers, we are inspired to take actions that positively contribute to our ever-changing world.

Inclusion Philosophy

The Northern Heights learning community is aware our diversity enriches us as a school community. We commit to provide an inclusive, strength-based learning environment that is culturally responsive and equitable. We cultivate opportunities for all students to develop alongside each other, academically and socio-emotionally because of the richness provided by our diverse strengths and abilities, economic status, gender, race, language, ethnicity, sexuality, social status, and culture. We are a multifaceted community with diverse needs and provide support, modification, and differentiation for all learners. Our responsibility is to ensure that all students are included and represented in all aspects of the school day while maximizing their potential. To this end, we strive to build inclusivity and access within the IB Primary Years Program.

Our inclusion philosophy is well aligned with the school's mission, IB's mission, and our school district's [Bellingham Promise](#). 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."

We establish this policy as a guide for our ongoing practices to ensure that all students and staff have full and equal access to:

- the opportunity to develop a deeper understanding of international mindedness
- the opportunity to develop positive self-esteem through the Learner Attributes
- a sense of belonging in the school community
- learning environments that promote agency
- collaboration and shared practices across populations
- shared responsibility for the success for all learners
- aligned systems and resources necessary to support all learners
- safety and connection throughout the school environment

Current Approaches for Implementation of Inclusion Philosophy

Processes and Structures	Resources	Practices and Strategies
<ul style="list-style-type: none"> • Child Study Team (CST): A team used to collaborate and support teachers with student need. • MTSS (Multi-tiered System of Support) that supports strong tier 1 instruction <ul style="list-style-type: none"> • Including SGCs (Student Growth Collaboration) • Building wide schedules that provide opportunity for collaboration. • Regular collaboration with grade level teams, coordinator, and specialist (Including Special Education, Speech Language Pathologist, Occupational Therapist) • Leadership Team meeting regularly to design and facilitate Professional Development • Ongoing unit planner reflections and refinement. 	<ul style="list-style-type: none"> • Curriculum that supports building community. <ul style="list-style-type: none"> ○ Caring Schools Community ○ Bridges Math Curriculum • Technology: One-to-one devices for all students • Learner Profile Attributes • Approaches to Learning Skills • Human resources: <ul style="list-style-type: none"> ○ Community Members ○ Paraeducators ○ Teacher collaboration ○ Modeling lessons and learning from other teachers • Training Opportunities: GLAD, UDL (Universal Design for Learning), Right Response, PYP • Teacher Professional Growth: Instructional Rounds, Cycles of Inquiry, TPEP • Library contains diverse, intentionally curated resources for teacher professional learning and student learning • Inquiry Unit Tubs containing tools for units • Literacy tools: Decodables, iReady 	<ul style="list-style-type: none"> • Concept-based inquiry- Structure Inquiry, Controlled Inquiry, Guided Inquiry, Open Inquiry • Universal Design for Learning (UDL) • Play-Based • Problem-based inquiries • Inquiry cycles • Culturally Responsive Teaching • GLAD (Guided Language Acquisition Design) • Scaffolding (with direct instruction as needed) • Gradual Release of Responsibility Model: I do, we do, you do teaching model • Workshop Models • Accommodation of time, space, choice and product • Modification and Differentiation • Small group instruction/conferring • Cooperative Groups • Family Engagement- Conferences, Seesaw, PTA, Newsletters, Parent Square

Rights and Responsibilities for all Stakeholders

Students	Teacher	Families	Community
<p>Rights:</p> <ul style="list-style-type: none"> • Right to access an equitable education. • Right to have opportunities for agency and taking action. • Right to belong, be safe, and express themselves. 	<p>Rights:</p> <ul style="list-style-type: none"> • Right to an inclusive work environment. • Right to opportunities for professional development and continued learning of inclusive practices. <p>Responsibilities:</p>	<p>Rights:</p> <ul style="list-style-type: none"> • Right to partner with teacher as families are their child's first teacher. • Right to be informed of their child's learning content and progress. <p>Responsibilities:</p>	<p>Rights:</p> <ul style="list-style-type: none"> • Right to have access to learning happening at the school. <p>Responsibilities:</p> <ul style="list-style-type: none"> • Responsibility to respect the equity and diversity policies of the School District

<p>Responsibilities:</p> <ul style="list-style-type: none"> • Responsibility to use their voice against injustice. • Responsibility to be welcoming, safe, and inclusive with others. • Responsibility to understand that there is value in diversity. 	<ul style="list-style-type: none"> • Responsibility to provide students with access to their education process. • Responsibility to know their student strengths and next steps. • Responsibility to provide students with opportunities for agency and taking-action. • Responsibility to be equity focused educators. • Responsibility to acknowledge that humanity exists along a continuum and there is value in diversity. 	<ul style="list-style-type: none"> • Responsibility of a family to support student’s education and advocate when necessary. • Responsibility to provide students with opportunities for agency and taking-action. • Responsibility to respect the equity and diversity policies of the School District 	<ul style="list-style-type: none"> • Responsibility to support the ongoing action and agency of student learning.
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Specialized Programs	Legal Requirements
<p>Multilingual Learners Services (MLL): Our Multilingual Learners (MLL) Program is designed to accelerate English acquisition for students whose first language is not English and to further assist them in becoming successful learners in the general education classroom. Multilingual Learners program resources are provided to supplement the MLL student's basic educational program.</p>	<p>“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)</p>
<p>Special Education Services: Northern Heights serves students who have qualified for a range of Special Education Services. Students who qualify for these services have a specific learning disability which qualifies them to have an Individualized Education Plan (IEP) written for them by a Special Education Teacher. IEPs have levels of performance, learning goals, objectives, services and accommodations which guide the instructional delivery model for each student. Students with IEPs are part of general education classrooms and their education instruction is provided in the classroom as much as possible.</p>	<p>“The Individuals with Disabilities Education Act (IDEA) of 2004 is the federal law that guarantees free appropriate public education (FAPE) is provided to eligible students with disabilities. The Washington state regulations on special education can be found in the Washington Administrative Code (WAC) Chapter 392-172A. Included below are the state and federal laws and regulations that provide the regulatory and statutory basis for special education services in Washington.” (From WA State OSPI Website)</p>

<p>Highly Capable Learner Services Highly Capable (HCL) students are those who perform or show potential to perform at significantly advanced academic levels, as compared with others their own age. Performance is determined by referral, academic and cognitive abilities testing.</p>	<p>“Washington's Highly Capable Program is a component of the state's program of basic education. School districts provide instruction, activities, and services that accelerate learning for young learners identified as Highly Capable. To be eligible for identification, students must be enrolled in a school district, charter school, or tribal-education compact school. Districts must define an educational program for Highly Capable students, and comply with specific program-related provisions that, integrated as a whole across the K-12 continuum, will deliver a comprehensive and equitable education for Highly Capable students.” <i>(From the WA State OSPI Website)</i></p>
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	Area of focus and growth to increase inclusionary practices	Action Steps Tools, Resources or Learning Needed	Evidence of Learning/Growth
2023-2024	Revised Spring 2023 Reviewed certificated staff April 2024		
2024-2025			

Inclusion Policy Review Process
<p>The Inclusion Policy is a working document that will require review and revision as development and implementation of the PYP progresses.</p> <p>We will review the school’s Inclusion Policy annually in the spring of each school year. We will determine whether our Inclusion Policy accurately reflects current practice. If it does not reflect current practice, we will determine whether we need to alter our practices or the policy and make the necessary changes.</p> <p>Subsequent revisions will be completed for implementation by August of each following school year.</p>

Revised by Inclusion Team Spring 2023
Reviewed by certificated staff April 2024

Review of the Inclusion Policy will be a collaborative process, involving all stakeholders (grade level teachers, specialist teachers, support staff, family/community, IB Coordinator, administration).

We will reach a consensus to support and implement all aspects of the Inclusion Policy at the time of the review.