

MOORE ELEMENTARY INCLUSION POLICY



Moore Mission Statement

Our Moore community will empower learners to take action and become knowledgeable, internationally minded, compassionate leaders who will promote a more peaceful world.

Moore Inclusion Philosophy

At Moore Elementary we believe in the importance of being open-minded to the variety of learners in our community and in providing opportunities for students to reach their hopes and dreams. We engage families and community stakeholders in supporting students to ensure all students have access to equitable instruction. We believe that agency and belonging are drivers for student success, and that all students have the opportunity to reach their full potential in their least restrictive environment.

Inclusion Rights and Responsibilities

As **teachers**, we use an inquiry model to engage students in learning and exploration. We honor students' prior knowledge and curiosity. We differentiate instruction based on accommodations and provided services. We affirm student identities and promote a sense of belonging for all students.

As **students**, we are compassionate leaders. We include others in our learning through collaboration, inquiry and exploration.

As **caregivers**, we foster an environment that is accepting and open-minded of all people. We advocate for the social-emotional and academic needs of our students. We communicate with school staff and other stakeholders about the needs of all students in the Moore community.

As a **school**, we model the attributes of the learner profile to promote international mindedness. We engage in continuous professional learning around anti-racism, equity, and inclusion.

Effective Inclusion Practices

• **Responsive Classroom Philosophy:**

The responsive classroom framework is a proactive approach to building our classroom community and conditions. Each class starts the day with morning meeting and end with reflecting in a closing circle. Classroom agreements are co-constructed in each classroom and serve as a daily reminder of how students can reach their hopes and dreams. Teachers and staff use redirecting, reinforcing, and reminding language to communicate expectations with students.

• **Collaboration:**

Classroom teachers have a weekly collaboration schedule that includes meeting with support staff (special education, ELL, GT, interventionists) to ensure student needs are met. Grade level teams have targeted goals around student achievement that guide collaboration and planning. Families are included in creating student plans and updated about student learning and progress.

• **Instruction:**

Varied instructional practices are used throughout our school to meet the diverse needs of our students. Teachers design learning opportunities through an inquiry-based model that promotes agency for all students. These are some practices teachers use in our building:

- Least Restrictive Environment: All students have the opportunity to learn in the environment that best supports their needs.
- Co-teaching: Special education, ELL teachers, and interventionists co-teach with classroom teachers as much as possible to make grade-level learning more accessible.
- Social Emotional Learning: All students are part of lessons centered on social emotional learning.
- Services:

Individualized Education Program (IEP): As a student develops and grows, a collaborative approach is used to make modifications and/or accommodations to a student's IEP. Before any accommodation or modification is implemented, it is required that all members of the team agree that the changes are in the best interest of the student. Members of the team include the special education teacher, gen-ed teacher, guardian, administration, therapy-based personnel (OT/PT/speech), student.

504 Plan: Accommodations for instruction, assessment, and health created with assistance from guidance counselor, school nurse, classroom teacher, and caregivers.

English Language Learners (ELL): ELL teacher and classroom teacher ensure instruction is at students' language proficiency level.

Advanced Learning Program: Students identified as advanced learners are provided extensions and differentiated instruction.

Child Study Team: A team of district and school staff members that meet weekly to review and revise student plans.

Multi-Tiered System of Support (MTSS): We use this system to implement academic and social-emotional learning interventions for students who need additional support.

SUCCESS: SUCCESS case managers provide intensive case management services to students and families to address social emotional wellness, basic needs, education, health, and community support.

School Based Mental Health: Therapy is available in the building for students.

Amanda the Panda is available for grief and loss counseling.

Full-time school counselor.

Structured Learning Community (SLC): Specialized teacher, associate support and smaller class size for neuro-diverse students.