



Roland Park K-8 Magnet School Inclusion Policy

Philosophy: We strive to inspire young inquiring minds to become compassionate life-long learners who are internationally minded people who respect for various cultures and desire to serve others.

To this end, we respect all students' needs as well as embracing diversity in our school. All students should have an equal opportunity to participate in the IB curriculum and to achieve their personal social and academic potential.

What is Inclusion at Roland Park? Inclusion is the practice of including all students and meeting their needs in an academic environment. Within the learning community, there is a culture of collaboration that encourages and supports problem solving through inquiry based learning practices. Each student's unique needs are met by removing physical, social, and academic barriers to learning and participation.

Needs: The Roland Park community is reflective of the broad and diverse society in which we live. Roland Park recognizes that our students may have varied learning needs. Therefore, we facilitate an environment that is welcoming, healthy, and protective. Our K-8 structure affords us the ability to establish a school that is internationally minded and inter-culturally sensitive while maintaining a family focused approach to each child's learning.

Supports and Tools: All stakeholders work together in collaborative partnerships to ensure student success. The support system may include interventions before during or after the regular school day. Developmental opportunities are offered and encouraged to aid all participants in the learning process.

Effective and current professional development for teachers is critical in supporting the needs of diverse learners. Other supports may include: teacher planning time, family and community out-reach, appropriate scaffolding, cultural awareness opportunities, enrichment activities, differentiated instruction, and innovative use of technology.

Through teaching the Approaches to Learning Skills, students are given tools to become independent learners and self-advocate to meet their individual needs.

Transitions: Teachers use vertical articulation, the practice of sharing curriculum and planning across grade levels, to foster student success and provide a continuum of learning. This creates transdisciplinary connections from kindergarten through eighth grade.

Monitoring: Progress monitoring will inform skill development within IB units. Teachers will utilize a variety of assessment tools, including students and parents in the monitoring process. Assessment tools help us make curricular decisions to ensure the diverse needs of all learners are met.