

Huffman Elementary

Inclusion Policy

IB and Inclusion:

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community. Learning diversity and inclusion in the IB program is defined as an including learning environment that is friendly, welcoming and protective for all students. Inclusion is in the Learner Profile traits: Principled, Inquirer, Communicator, Open-Minded, Risk-Takers, Balanced, Reflective, Thinker, Knowledgeable, Caring.

Philosophy:

In the IB Primary Years Program, we affirm students' identities and varied learning preferences through reflection and adaptation. By establishing relationships and celebrating the diversity of our learning community, we support and share in the development of internationally-minded learners.

As inclusive programmes, we recognize that certain students may need additional support to assist them in their learning. Our teachers scaffold and differentiate learning methodologies within the classroom to accommodate learning differences. We understand that some students need more support outside of the classroom and through specialized instruction. We believe a successful, inclusive program benefits all students.

Support for students with special needs, which includes physical, emotional, behavioral and learning difficulties, is provided through the following: Response to Intervention (RTI) Team, Counseling, Reading Specialist, Section 504 or Special Education.

Purpose:

- To ensure access to the Primary Years Programme for all students Pre-Kindergarten to Fifth Grade
- To build community and relationships that support and appreciate all students
- To define and implement structures and systems that encourage differentiated learning opportunities and student agency
- To align resources so that all students have access to an enriched and appropriate educational experience

Practices:

- We promote a safe environment for social, academic, and emotional learning through:
 - Classroom essential agreements (emphasis on learner profile attributes)
 - Mindfulness in classrooms

- Physical environment (recovery corner, flexible seating, etc.)
- Growth mindset
- Daily class meetings
- Building strong relationships among members of the learning community
- We value open-mindedness and support all learning preferences. To accomplish this:
 - Teachers plan purposefully to meet the needs and interests of all learners
 - Students are given opportunities to demonstrate understanding in a variety of ways
 - The learning community fosters student agency by encouraging students to advocate for their own learning and social needs
- We affirm the importance of balanced classrooms by taking into account the whole child.
- We will collaborate with all members of the learning community to ensure all students have equal access to curriculum
- We will utilize the expertise of all members of the learning community as a resource for suggestions and assistance with student educational plans
- We will implement interventions with fidelity and will document accommodations
- We will maintain student confidentiality within the team assisting that student
- We will deepen our understanding of the complexity of varying abilities through personal research, attending conferences, and sharing expertise and experiences in staff meetings

Compliance

Huffman's inclusion policy is in accordance with federal and state guidelines. Framework.esc18.net

Statement of Confidentiality

All information concerning a student with disabilities is confidential and may not be discussed with anyone except those who have a legitimate educational interest in the student.

All participants of an Admission, Review, and Dismissal (ARD) committee are expected to speak in a courteous manner and in a conversational tone. This expectation must be followed in order to facilitate a safe, collaborative environment focused on the development of appropriate educational plans for the student. This is in accordance with state and federal law

Responsibilities of Students and Parents

Students will:

- Be tolerant and respectful of other learners in the school
- Show empathy by understanding the differences of others

Parents will:

- Provide accurate information about the child's needs and history
- Partner with the school in developing approaches that will support the child's academic development

This policy shall be reviewed every other year by staff members including administration, the IB coordinator, an IB parent, and teacher representatives from each of the groups.

This policy will be posted on the IB website at pisd.edu/Huffman and will be distributed widely through the IB World School at Huffman community.

Review of Huffman Elementary Inclusion Policy

This policy is updated and reviewed annually by the Huffman Elementary community and remains a fluid document.

Updated June, 2023

The following documents were used to guide the development of our policy:

Westlake Academy, Westlake Texas

Spicewood Elementary, Austin Texas

Yangon American International School, Yangon Myanmar

International School of Hellerup, Hellerup, Denmark