Inclusion Policy
Jefferson School

Jefferson School Mission Statement:

The mission of our school is to provide all scholars with a high-quality education that is rigorous and relevant, that tasks scholars to use high order thinking skills and apply their learning to real-life situations. We seek to create a safe and caring learning community that promotes agency in learning and social emotional growth that achieves equity for all scholars. We ensure that each scholar is a successful learner, by challenging and supporting every scholar to thrive as a global citizen, achieve academic excellence, and embrace the diversity of our community.

Philosophy

The Jefferson School Inclusion Policy is founded on the philosophy that the mission of our school is to provide all scholars with a high-quality education that is rigorous and relevant, that tasks scholars to use high order thinking skills and apply their learning to real-life situations. We seek to create an environment that promotes agency in learning and achieves equity for all scholars to ensure that each scholar is a successful learner, by challenging and supporting every scholar to thrive as a global citizen, achieve academic excellence, and by embracing the full richness and diversity of our community.

Learner Profile Attributes: Open-minded, Caring
Role of the parent: Active participation in school community
Role of the student: Learn to maintain relationships- socially and academically
Role of teacher: Plan differentiated lessons, teach reflective learning practices, teach social emotional lessons and skills.
Role of leadership: promoting IB through staff meetings and community outreach, Include different cultures as part of the school's environment.

- IB programme principles and practices call for school to be organized in ways that value student diversity and respect individual learning differences.
- Valuing diversity and difference is a key aspect of becoming more internationally minded and is an important goal of all IB programmes.

Objectives

Teachers and staff must actively support all students by committing to the following:

- Providing equitable learning opportunities for all
- Ensuring that scholars with exceptional needs have maximum access to the whole curriculum
- Maintaining high expectations and providing support to all scholars according to individualized needs

- Implementing differentiated instructional methodologies and assessments as needed by all learners (hands-on activities, leveled groups, Building Thinking Classrooms, scaffolds, modifications for all scholars, etc.)
- Encouraging scholars to take an active role in monitoring and reflecting on their own learning
- Working collaboratively with fellow staff members and families to implement the policy effectively and meet the needs of all scholars.
- Developing and monitoring a classroom and school-wide culture that is inclusive and supportive of the development of learner profile traits in all school environments.

Federal, State, and Local Requirements

In order to effectively meet the needs of all scholars, we adhere to the policies and practices set forth by federal, state, and local authorities, including:

- Providing differentiation, accommodations, and/or modifications for all scholars including but not limited to those specified in the Individual Education Plans (IEPs), 504 plans, SST, MTSS, and Title IX
- Regularly reviewing and revising IEPs, SST, and 504s with all stakeholders

Teachers will provide differentiated interventions to include growth-focused and enrichment instruction to allow scholars access to the curriculum or to deepen their understanding or skills. Teachers will utilize various methods of assessment to allow scholars ample opportunities to demonstrate their learning.

Families, staff, and scholars will work together to support meaningful and learning experiences.

In the case of a scholar with an Individual Educational Plan (IEP) or 504, the scholar shall be entitled to all accommodations during instruction and assessment to which she/he is legally entitled.

Extended Absences

If a scholar has a temporary special need due to illness, injury, etc., it is the responsibility of the parent/guardian to inform the school administration in a timely manner. Supporting documentation may be required, and accommodations will be made as needed in accordance with the school and its policies. Teachers will provide the appropriate accommodations in accordance with the scholar's contract.

Social Inclusion

Teachers and staff will remain attentive in creating a safe social and physical environment for all scholars. They will model supportive and cooperative behaviors, promote kindness, and discourage exclusion. All staff and scholars will be entitled to respect and dignity regardless of family background, race, gender/sexual orientation, mental status, or religious beliefs. The Jefferson School community will foster an inclusive atmosphere through collaboration with the administration to resolve issues related to prejudice and discrimination.

Tools to Support Inclusion

Second Step SEL Program
PBIS Lessons and Supports

Learner Profile Recognition
Regular articulation meetings that include Special Education educators
SIPPS Intervention
After-School Intervention - Literacy Club
Read 180
Math 180
Jeffy Jag/Learner Profile Recognition

Professional Development

With the core belief that IB PYP is a holistic program designed to meet the needs of all learners, teachers will receive professional development and resources to appropriately meet the needs of all learners in their classrooms.

Language and Assessment Policy Connections

We are committed to a philosophy of learning and teaching that embraces the diverse needs of our community. Our Language and Assessment policies outline in detail how our community works collaboratively to include, value, support, and engage all learners with language and through gathering evidence of learning that is authentic and meaningful to each scholar. Please see the policies linked below:

- JFS Language Policy
- JFS Assessment Policy

Revision and Development
This policy will be reviewed and revised as needed, or at least once every evaluation cycle.

Adopted March 5, 2026