Poe Elementary School
Inclusion Policy

Our Philosophy:

At Poe Elementary, we believe that all students are entitled to an education that meets their needs and encourages active participation in our global community. We value all the individuals in our school community and recognize that their uniqueness makes us better. Mutual respect & understanding within our school community continues to be our priority. We ensure that all students have access to the IB Primary Years Programme (PYP) across our campus.

Legal Requirements & Compliance:

Poe Elementary complies with all legal requirements regarding the inclusion of diverse learners through special education services and Section 504 accommodations. Our campus:

- Maintains a staff of qualified teachers, interventionists, and assistants that serve to meet the needs of diverse learners who qualify for special education services or Section 504 accommodations
- Regularly monitors student progress toward learning goals and puts intervention plans in place for students who show academic or social/emotional needs
- Ensures students with an Individualized Education Plan (IEP) or Section 504 accommodations have access to the least restrictive environment for their learning
- Ensures all required accommodations are documented and communicated consistently between staff and families to provide access to a high quality education without barriers
- Ensures relevant staff and families meet annually to review and update accommodations for students
- Works with district leadership to provide necessary technology to support and enhance student participation in classroom activities
- Ensures students receive inclusive assessment arrangements based on individual needs for all district and state assessments (e.g. STAAR, TELPAS, NWEA)

In addition, our campus serves a number of students who are identified as English Language Learners (ELLs). In order to best include these students in all school activities, 100% of our staff is English as a Second Language (ESL) certified. Teachers also participate in professional development activities to ensure they are providing a high quality education to their students who need support in English.

Rights & Responsibilities:

As a school community, we have identified several rights and corresponding responsibilities that help us to create and maintain an environment that meets all student needs.

1) **Students have access to an inclusive learning environment.**
2) **Personal and cultural identities are celebrated by the school community.**
3) **Student and family perspectives are valued.**
4) **Students will learn without barriers.**

To ensure these rights are part of our campus culture, members of the school community will be responsible for the following actions.

The **leadership team** will:

- Offer feedback and coaching to teachers regarding inclusive classroom practices
- Ensure that student and family perspectives are gathered and taken into account consistently through structures such as family meetings, classroom visits, etc.
- Create opportunities for families to share their cultures with the wider community
- Create an environment in which students, teachers, and families feel safe and secure
- Encourage sharing and valuing differing perspectives
- Ensure that students are receiving education in the least restrictive environment in accordance with documentation and legal requirements
- Ensure that every student on campus has access to the IB Primary Years Programme in ways that meet their needs as learners
- Ensure that tolerance and international-mindedness is embedded in the school mission and vision statements, as well as daily operations
- Encourage participation in school decision-making by all members of the learning community
    - Encourage respectful dialogue
    - Encourage participants to listen to differing viewpoints

Teachers will:

- Intentionally choose instructional materials that display diverse perspectives, languages, and communities
- Provide opportunities for students to view and discuss the diversity within our local and global communities
- Reinforce the Learner Profile attributes and other desired behaviors in and out of the classroom
- Support students in inquiries that honor diversity
- Include parents and guardians in classroom activities and operations when appropriate
- Make sure that all students are receiving an education that is responsive to their academic, personal, social, and emotional needs
- Encourage students to explore viewpoints and perspectives different from their own

- Model and share their own perspectives with students when appropriate
- Challenge disrespectful behavior and assumptions
- Model international-mindedness through respectful and kind behavior toward all members of the learning community
- Prepare for and participate in discussions on difficult topics when they arise in the classroom

Students will:

- Include others in social activities in and outside of the classroom when appropriate
- Engage with a variety of students of different backgrounds and ages throughout the school day
- Show respect to others, even when perspectives differ
- Help new students when they enter the learning community
- Learn to share and understand their feelings and the feelings of others (empathy)
- Understand that they are responsible for their own actions and engage with others accordingly
- Share their own stories, traditions, and viewpoints with classmates
- Consistently show that they respect and value other members of the learning community (leadership, teachers, students, families, etc.)

Families will:

- Be aware of and comply with school and district policies and agreements
- Cooperate with school personnel to provide information about their student's history and needs
- Participate in discussions about school operations, as well as other current events within the community and beyond
- Act as partners to determine approaches to best meet student needs

Additional Roles for Student & Family Inclusion:

In addition to classroom teachers and the pedagogical leadership team, The School at St. George Place has specific roles that contribute to our overall ability to provide an inclusive environment for all students and families.

Learning Support Teachers:

Our campus provides a variety of teachers and specialists to meet students' academic needs. Based on evaluation data, students receive services from speech & language specialists, dyslexia specialists, interventionists, and other personnel to ensure they are better able to access academic material. Sessions are offered both individually and in small groups to accommodate student needs. Learning support teachers collaborate with classroom teachers, the pedagogical leadership team, the special education team (if applicable),

and families to create individual plans addressing student needs. Learning support teachers also monitor and communicate student progress toward annual goals.

School Counselor:
Our school counselor provides whole group, small group, and individual sessions to help students build their social-emotional awareness and address any other mental health needs. In addition, she incorporates targeted instruction on the Learner Profile. This ensures that students are practicing the skills necessary to embody the Learner Profile in their words and actions with themselves and others.

Vision for Inclusion at Poe Elementary:
Our campus is committed to maintaining and promoting inclusivity throughout our program. We will do this by providing timely and relevant professional development for teachers and staff, as well as funding staff members who specifically contribute to our inclusive campus culture. We are also committed to promoting inclusivity within each classroom and across our campus by ensuring that all legal requirements are reviewed frequently and followed with fidelity. The pedagogical leadership team is committed to modeling and regularly monitoring the inclusive practices needed for our program's continued success.