



Stonewall Tell Elementary Inclusion Policy



Mission Statement:

The mission of Stonewall Tell Elementary School is to provide world-class experiences in teaching and learning, professional development, stakeholder engagement, and continuous improvement practices in a safe, culturally sensitive environment. To develop inquiring, knowledgeable, caring digital learners who positively impact their world through intercultural understanding and action.

Vision:

The vision of Stonewall Tell Elementary School is to develop world-class, inquiring, knowledgeable, and caring individuals who positively impact our world through intercultural understanding and respect.

Philosophy:

At Stonewall Tell Elementary, we believe that all learners have unique needs, and those needs should be met to maximize their learning potential. To meet the individual needs of all students, we implement support systems and learning strategies that address student learning rates, styles, abilities, and deficits as well as social and emotional development. In recognizing the diversity of our learning community, we advocate for and encourage the expansion of globally minded individuals.

Purpose:

At Stonewall Tell Elementary, the purpose of this policy is to ensure that all students have access to a rigorous academic program. We will develop our curriculum to offer differentiation with the goal of serving all students. This will allow our students to reach their full potential. We take the responsibility as Stakeholders, as an important aspect of providing Education that is inclusive of all scholars.

Practice

Differentiation:

At Stonewall Tell Elementary, students are taught personalized learning to meet individualized needs and provide choice and voice, varied strategies, flexible pacing, just-in-time direct instruction, co-planning learning, mastery-based assessment, and choice of personalized learning techniques. To meet the needs of all learners, teachers use formative assessments, summative assessments, pre-assessments, observations, diagnostic, data, small group instruction technology assistance, problem-based learning, and one-on-one instruction.

Affirming Identity and Building Self-Esteem:

Students with a healthy self-concept are more able to take the risks necessary for successful learning. By subscribing to an affirmative model of identity, learners recognize that it is possible to make a difference in their own lives, immediate environment, and larger society. Affirming learner identity encourages the qualities, attitudes and characteristics identified in the IB learner profile to develop effective learners and responsible global citizens. Students are motivated to believe in themselves through our school pledge and IB learner profiles. Students are also encouraged to practice kindness and open-mindedness as a part of school culture, engage in enrichment opportunities to share and expand their interests, and to believe positive thoughts can create positive outcomes.

- Morning meeting times
- IB **T.I.G.E.R** of the Month that correlates to a specific **Learner Profile** attribute
 - T-take responsibility
 - I-integrity
 - G-goal driven
 - E-engage in positive interaction
 - R-respect

- August – Growth Mindset
- September – Risk-takers
- October – Open-minded
- November – Inquirer
- December - Principled
- January - Communicator
- February - Caring
- March - Balanced
- April - Thinkers
- May – Knowledgeable/Reflective
- PBIS rewards-incentive store, restorative practice setting, & celebrations
- Community Engagement projects/events-Grandparents Day, DOT Day, Math Bowl/Pi Day, Hands on Stonewall Tell, Literacy Night, STEAM Night & Math Night (Publix), One School/One Book, Exceptional Children’s Week, Black History Program, Parent University, and PYP Exhibition

Support for Special Education Services:

Students receive services in the least restrictive environment based on their individual needs. Students with Individualized Education Plans (IEP) are supported in inclusion settings (co-teaching, collaborative, consultative, supportive instruction) based on their IEP. Specially designed instruction, along with accommodations and modifications, is used as a resource so that these students have opportunities for success and access to the same curriculum. The inclusion setting enables both the general education and special education teachers to combine their knowledge of standards-based instruction and specially designed instruction to infuse, encourage, and nurture effective uses of the IB learner profiles and to collaborate on instructional decisions for all students.

Support for Gifted Students:

Identified gifted students are provided with support within the TAG (Talented and Gifted) classroom and in many grade-level classrooms. Differentiation is used to accelerate learning in specific identified areas of need. The students are served weekly by a specific gifted teacher who collaborates with the classroom teacher to ensure implementation of the PYP units of inquiry.

Special Education Needs Policy Review:

These agreements will be reviewed annually during the spring as needed to adapt to the changing best practices, changes in the Primary Years Program, or any other changes within the learning community.

