



TUSCALOOSA
MAGNET SCHOOLS-ELEMENTARY



Inclusion Policy

The mission of the Tuscaloosa Magnet Schools is to motivate students to discover knowledge, create a better world, and serve in a way that respects others.

Vision - TMSE inspires students to be lifelong learners, diverse thinkers, and caring individuals while encouraging international-mindedness through inquiry.

Inclusion Philosophy

At Tuscaloosa Magnet Schools-Elementary (TMSE), we have aligned our vision and philosophy in regards to inclusion with the International Baccalaureate (IB) philosophy. TMSE is a diverse school by nature due to being an academic magnet in addition to an IB school. We believe that TMSE should be a place where every learner contributes unique strengths, perspectives, and experiences to our school community in order to create an inclusive culture with fair and equal opportunities. Our mission is to motivate students to create a better world through the discovery of knowledge and service to the community. TMSE aims to guide students in integrating the learner profiles into who they are as people in order to respect the world around us and think about our larger international community. This commitment guides TMSE's ability and intent to include all learners so that they feel valued, supported, challenged and like they belong in the environment. We strive to ensure that all students have meaningful access to learning opportunities that empower them to reach their full potential.

TMSE is committed to keeping the reflection process at the heart of our community. Thus, we will review the Inclusion Policy as a faculty, staff, and community each academic year and ensure the Inclusion Policy is easily accessible to all stakeholders within our community on the [TMSE website](#).

TMSE is committed to following all local, state, and federal policies and procedures to ensure equitable access to the curriculum and support services as well as eliminate bias and stereotypes. Through collaboration teachers, families, and students work to identify and remove barriers to learning by providing differentiated instruction that includes appropriate accommodations, targeted interventions, and enrichment opportunities that promote success for all learners.

Our inclusion philosophy reflects our TMSE mission and vision to inspire lifelong learners, diverse thinkers, and caring individuals who take action to make a positive difference in their communities and beyond.

IB Learner Profile

Our policy is aligned with the IB learner profile attributes, encouraging students to be:

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| <ul style="list-style-type: none"> ● Principled ● Reflective ● Inquirers ● Thinkers ● Communicators | <ul style="list-style-type: none"> ● Knowledgeable ● Open-minded ● Caring ● Risk-takers ● Balanced |
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Inclusion Processes & Practices

TMS-E has listed various processes and practices under individual categories, understanding that these categories do not stand alone, but rather intertwine and overlap. In order to support an inclusive education TMS-E has implemented the following supports to remove barriers, provide accessibility, and enrich all students.

The Learner	Teaching & Learning	Learning Community/Environment:
- Daily SEL Check-Ins - Compacting - Enriching - Accessible materials - Visual supports - Multiple ways to demonstrate understanding - Students are provided with necessary accommodations and assistive technologies - Digital counselor form that provides support for students with emotional difficulties available on Classlink for all students & faculty members. - Students with an identified need also have support through our special education teacher. - Preferential seating - Small group testing as defined in IEPs and 504s. - Support student needs with MTSS academic & behavior plans. These plans also help support students with transitioning from one grade to the next. - Support students with medical needs through	- Lessons that help develop well-being and resilience. - Regular Counseling Lessons - Lessons (3rd -5th) - Field Trips for career development (miniWow-TCTA & TASPA) - Pre-teaching - Use of Prior Knowledge - Frontloading new material - Chunking Information - Visual Aids - Data informed small group instruction - Integration of approaches to learning - Purposeful collaboration - Provide choice and voice through inquiry - Graphic Organizers/Thinking Maps - Anchor Charts - Flexible Grouping	- Calm down corners in every classroom - Quiet spaces are available that provide reduced stimuli & manipulatives for students to self-regulate (spaces include counselors room, special education room, office and specific areas in the classroom.) - Microphone in every classroom - Flexible seating - Classroom cultures are intentionally built to celebrate diversity and ensure every student feels valued and respected. - Displays, resources, and literature reflect a range of backgrounds, languages, and abilities. - Essential agreement - Teachers & students reflect being open-minded about differences. - Student Voice - Diversity survey used to guide instruction and

the homebound program. • Free breakfast and lunch for all students • “Offer Versus Serve” model for both breakfast and lunch to ensure an education for students on developing healthy food habits • Collaborative learning • 5th Grade exhibition • Partnership Classes based on student interest • Genius Hour • Self-esteem building art throughout the building		create a safe community • Students initiated action based on the inquiry process to solve problems in the school community.
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Inclusion Rights & Responsibilities

Rights: ■ Students have the right to a safe, respectful and inclusive learning environment. ■ Teachers have the right to work in a safe, respectful and inclusive school environment. ■ Parents have the right to advocate for their child's well-being and academic success.	Responsibilities • Students help provide a safe, respectful and inclusive learning environment for themselves and others by including others, being open-minded and respectful of others, and taking responsibility for their own actions. • Teachers foster a classroom culture built on respect, empathy, and inclusion. By differentiating the curriculum and incorporating diverse resources across the Programme of Inquiry, they ensure equitable access for all learners. Students are empowered to share their experiences and engage thoughtfully with multiple perspectives. • Parents are responsible for partnering with the school to develop a support system that meets their child's needs.
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Inclusion Resources

Assessment • Formative and summative assessments • Common Formative Assessments (CFA) • Feedback is individualized, constructive, and focused on growth • Ongoing, diverse, and relevant • Plan multiple opportunities for success • Individual or Small group testing that allows for students to demonstrate knowledge on assessments in conditions that are as fair as possible ◦ State Assessments (ACAP, AimswebPlus, i-Ready, P2P), Classroom CFA, District Assessments • Align standards to assessments • Collaborative grading of CFAs to eliminate and reduce bias.	Collaboration • Weekly grade level planning • Vertical planning between grade levels & learning support teachers (specialists) • ½ Day planning Days for teachers (Title II funds) - Fall/Spring • IEP Meetings • Parent Conferences • Vertical planning between grade levels and feeder school (MYP Program) to support smooth transitions. • Planning for differentiated instruction through the PLC process. • Regular communication with families ensures that supports and strategies extend beyond the classroom • Community Partnerships • Magical Mindfest - Partnership between school, community, and parents where culture is celebrated • Big Brother/Big Sisters	Technology • 1:1 Chromebooks • Audiobooks • SORA • MyOn • Canva • Schoology • Google Suite • PowerSchool • Assistive Technology • Microphones in every classroom • Smartboards • Tablets • Alabama Virtual Library
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Legal Requirements

Tuscaloosa Magnet Schools - Elementary complies with both national and state legal requirements in order to fulfill all local requirements.

IEP/Speech Plans:

Federal Requirements: At the national level, the Individuals with Disabilities Education Act (IDEA, 2004) establishes the framework for how states and public agencies must provide special education and related services to eligible students with disabilities. IDEA outlines the requirement for each eligible student to have an Individualized Education Program (IEP) that specifies services, accommodations, and supports necessary for the student to access and progress in the general education curriculum. It also defines procedural safeguards and due process rights for students and parents.

Alabama Requirements: Each state is required to develop its own regulations to implement IDEA. In Alabama, these requirements are detailed in the Alabama Administrative Code (AAC), Chapter 290-8-9 (Special Education Services). The state code aligns with federal IDEA provisions but provides additional details regarding eligibility criteria, evaluation procedures, timelines, documentation, and implementation standards for special education services within Alabama. Basically, IDEA sets the minimum requirements and Alabama is allowed to interpret these guidelines more narrowly if they choose to do so, but they cannot choose to do less than IDEA requires.

504 Plans:

The Rehabilitation Act of 1973 requires all schools that receive federal funds to offer 504 Services to students who qualify as having a handicapping condition that affects several areas including seeing, learning, walking, and emotional stability. The counselor at Tuscaloosa Magnet Schools – Elementary is the contact concerning 504 services as well as the referral and eligibility process for Section 504. All 504 plans are reviewed and updated annually by the counselor, parents, student, and principal. TMSE works to uphold the rights of any students and families with 504 services in order to ensure compliance with all federal and state regulations.

GEP:

In accordance with Alabama Code 290-8-9.12, TMSE provides services to gifted students through individualized Gifted Education Plans (GEPs), following the Alabama State Department of Education's eligibility process, which considers ability, achievement, and behavioral indicators. As an academic magnet school with a large population of gifted learners, TMSE uses a program modeled after the Schoolwide Enrichment Model (SEM) to foster talent development, provide advanced enrichment experiences, and offer in-depth learning based on student strengths and interests. Weekly enrichment classes led by the gifted specialist are guided by Alabama's Gifted Standards and focus on both cognitive and affective development through concept-based units, higher-order thinking strategies (e.g., SCAMPER, Bloom's Taxonomy), and social-emotional supports like bibliotherapy and artistic expression. The gifted specialist collaborates with classroom teachers to ensure ongoing differentiation and student progress monitoring. Additional supports include enrichment clusters guided by community mentors, curriculum compacting for students who have mastered grade-level content, and consultative services to support gifted learners within the general education setting.

Adverse Circumstances:

In accordance with the federal McKinney-Vento Homeless Assistance Act, TMSE identifies, supports and removes barriers for students who are experiencing any degree of homelessness. TMSE is committed to all students having equitable access to education. In any applicable circumstances, TMSE works to uphold the rights of any students and families affected by homelessness in order to ensure compliance with all federal and state regulations.

The Tuscaloosa City Schools (TCS) offers a Homebound Program that provides educational services to students who cannot attend school due to a documented medical condition. To qualify, a physician must complete a statement verifying that the student's condition prevents regular attendance and

provide an anticipated return date. Once submitted, the school completes a Homebound Services Referral (Form 166) and coordinates with the Office of Student Services to establish a Homebound Services Agreement with the parent or guardian. Instruction is provided by a certified teacher, and for students with IEPs or Section 504 plans, homebound services are integrated into their existing supports. Homebound placement is reserved for extended medical absences—not short-term or non-medical situations—and pregnancy alone does not automatically qualify unless medically necessary. TMSE works to uphold the rights of any students and families affected by a documented medical condition that causes extended medical absences in order to ensure compliance with all district expectations.

Citations

International Baccalaureate Organization

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International Baccalaureate Organization. (2022). *Access and inclusion policy* (Updated November 2022 & November 2023). [International Baccalaureate Organization](#)

International Baccalaureate Organization. (2023). *Developing and aligning a school inclusion policy with the Programme standards and practices*. Published February 2023. [International Baccalaureate Organization](#)

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