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Barack H. Obama Elementary School (the school) understands that all learners have different characteristics and needs to consider as they strive to meet and/or exceed their academic and non-academic potential. We apply approaches and support systems to address the individual needs and varied learning styles of students. Our goal is to seamlessly provide access and inclusion practices services so all students have every opportunity to be successful in the International Baccalaureate Primary Years Programme (IB PYP). In recognizing the diversity of our collective learning community, we support the development of internationally minded people.

The school's inclusion policy guides our practice:

- To maintain open access to the Primary Years Programme for all students
- To validate and enhance the efforts of our learning community to meet the educational needs of all students
- To define the structures, systems and processes
- To define the roles, rights and responsibilities

In alignment with the International Baccalaureate organization, the school believes in "an education for all" and supports the development of internationally minded people.

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Students at the school are taught by dedicated, highly-qualified, and caring teachers who are committed to meeting student needs across the school context. The teachers are equipped to serve students of any ability level through professional development, collaborative structures with school and district staff, and support external resources. A team approach is used to identify, evaluate, and provide the best plan of instruction possible for students at any ability level. Students are supported emotionally, socially, behaviorally, and academically by the classroom teachers, special subject teachers (music, Spanish, library/media), counselor, interventionist, gifted education teacher, and exceptional education specialists.

Students at any ability level are encouraged to have agency over their learning and take action for their work, behavior, and relationships at the school. Student agency empowers the learner to actively participate in their learning experience. In the classroom, students are given opportunities for ownership as part of the learning community with resources t

classroom teacher, and teacher representatives (one from grades K-2 and one from grades 3-5) are all members of the TST. This team brainstorms, selects strategies, identifies resources for teachers and/or the interventionist to implement that are specific to each student referred. Depending on the level of support needed by the student, the intervention may be implemented in the classroom or with the interventionist in a 1:1 or small group setting. Data is tracked at regular intervals to determine if the intervention is working and make adjustments.

If student growth targets are not met after multiple intervention cycles through the MTSS framework, the student/she is referred to the Multidisciplinary Evaluation Team (MET) at the district level. MET reviews student classroom performance data and intervention results to determine next steps for additional support. This may include continuing interventions at the school level or further evaluation for exceptional education services. Students may be determined eligible for a 504 plan or an Individualized Education Plan (IEP) to meet their needs. District staffing plans do not place any full-time exceptional education service providers at the school. The nature of an individual student's specific 504 plan or IEP will determine if the appropriate services can be made available at the school or if the home school offers the least restrictive environment.

The school provides gifted education services in grades 2-5 to students identified as intellectually gifted. In the Jackson Public School district these services are collectively referred to as Open Doors. The Open Doors program aims to identify and serve gifted students in a qualitatively differentiated program not a

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Intervention and Supports (PBIS) plan, and collaboration with the school counselor to meet individual and/or classroom community needs. The school's counseling program includes weekly counselor facilitated learning experiences in all grade level classrooms, student selected small group counseling sessions, and one-on-one counseling through student self-referrals as well as teacher and/or parent referrals. The school community completes annual activities to promote a respectful, safe, and equitable environment and maintain the No Place for Hate designation from the Anti-Defamation League. Teachers use brain breaks, recess, physical education resources, and school facilities to support all facets of wellbeing.

In addition to supporting inclusion and access through school based practices and ongoing reflection, the school follows all district, state, and federal requirements related to access and inclusion.

The inclusion policy will