



Rhodes Academy Inclusion Policy

Purpose

The purpose of this document is to communicate to our school learning community members our Inclusion Policy and our responsibilities in providing equal access to the curriculum and academic rigor for all students, regardless of their abilities and needs. Our policy outlines the purpose, philosophies, principles, and practices of inclusion. This “living document” reflects our school and our district’s policies as well as state mandates including but not limited to; the **0116 The Dignity for All Students Act**, the **District’s Code of Conduct 5300**, **Culturally Responsive Sustaining Education Framework (CR-SE)**, **CR-Part 154**, and **The Every Students Succeeds Act (ESSA)**.

Our School Inclusion Policy:

- Aligns to our mission statement:
Rhodes Academy for the Humanities and the Arts strives to meet the diverse needs of students in our community. We are dedicated to teaching our students to become successful thinkers, who are safe, responsible and respectful global minded citizens. We will promote the rigor and skills necessary for lifelong inquiry through the implementation of effective teaching practices, current technology, and collaborative relations with our parents and community.
- Aligns to the IB mission statement:
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
- Addresses the following IB Standards and Practices:

Standard A: Philosophy: The school’s educational beliefs and values reflect IB philosophy.

- A4.-The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.
- A5.-The school promotes responsible action within and beyond the school community.
- A6- The school promotes open communication based on understanding and respect.
- A9- The school supports access for students to the IB program(s) and philosophy.

Standard B1: Leadership and Structure: The school’s leadership and administrative structures ensure the implementation of the IB program(s).

- B1.5- The school develops policies and procedures that support the program.

Standard B2: Resources and Support: The school’s resources and support structures ensure the implementation of the IB program(s).

- B2.8-The school provides support for its students with learning needs and support for their teachers.

Standard C1: Curriculum: Collaborative Planning

- C1.6-Collaborative planning and reflection incorporates differentiation for students’ learning needs and styles.

Standard C2: Curriculum: Written Curriculum

- C2.8-The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.

Standard C3: Teaching and learning: Teaching and learning reflects IB philosophy.

- C3.2- Teaching and learning engages students as inquirers and thinkers.
- C3.5- Teaching and learning supports students to become actively responsible for their own learning.
- C3.6-Teaching and learning addresses human commonality, diversity, and multiple perspectives.
- C3.9- Teaching and learning uses a range and variety of strategies.
- C3.10 Teaching and learning differentiates instruction to meet students' learning needs and styles.
- C3.11-Teaching and learning incorporates a range of resources, including information technologies.
- C3.13-Teaching and learning engages students in reflection on how, what, and why they are learning.
- C3.14- Teaching and learning fosters a stimulating learning environment based on understanding and respect.
- C3.15.-Teaching and learning encourages students to demonstrate their learning in a variety of ways.
- C3.16-Teaching and learning develops the IB learner profile attributes.

C4. Standard C4: Assessment: Assessment at the school reflects IB assessment philosophy.

- C4.3-The school uses a range of strategies and tools to assess student learning.

Rhodes Academy is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from, as proclaimed in New York's plan for Every Student Succeeds Act (ESSA). Every Student Succeeds Act (ESSA) is an equity and inclusion lens that addresses every facet of the educational system and promotes equitable opportunities that help all children thrive. The CR-SE Framework is a critical part of the ESSA which directly challenges inequities and fundamental practices that work against students and their families. We have been identified as a school in good standing.

Philosophy

- ***Rhodes Academy for the Humanities and The Arts is a PYP school. This school has authorization as an IB World School. IB World Schools share a common philosophy- a commitment to high-quality, challenging, international education- that we believe is important for our students.***
- ***Students*** receive a free and appropriate public education in the least restrictive environment.
- We promote a Transdisciplinary curriculum which promotes the IB Approaches To Learning and Approaches To Teaching as they relate to:
 - diverse and inquiry based instruction
 - independence and responsibility
 - transdisciplinary skills
 - voice and choice
 - ownership
 - engagement
 - lifelong learning
 - international mindedness

Our goal at Rhodes Academy is to meet the needs of all students by providing the appropriate support and resources needed by students to be successful. This includes collaborating with our school district and members of our school learning community to identify the diversity of the school community and provide learning and teaching, educational and extra-curricular activities, facilities, student services and community partnerships which are inclusive and responsive to student needs.

The Hempstead Public Schools District Goals:

<https://boardpolicyonline.com/?b=hempstead>

5000 STUDENT POLICIES GOALS

Students, as the focal point of all district operations, shall receive the primary attention of the Board of Education and all staff members. Consequently, the Board will spend most of its time in study, deliberation, and policy formulation on matters directly related to student welfare.

Recognizing the individual worth of each student, the Board and staff accept the responsibility of helping each student to develop his/her capacity for intellectual, physical, emotional, and social growth. The Board acknowledges that a student's growth is influenced by his/her environment, both at home and in school. Therefore, the school district shall strive to create an environment in which the student may learn to live and adapt successfully in an ever-changing world, in order to become a responsible and productive member of society.

The Board and district staff shall work together to achieve the following goals:

- Student Achievement: We believe that all students can learn and we will strive to ensure that all students will have access to the best resources, and that they are made available in a fair and equitable manner. **Strategic Goal: Reduce the number of students who perform at Levels I and II**
- To tailor the learning program to each students learning styles, interests, and aspirations;
- To protect and observe the legal rights of students;
- To enhance the self-image of each student by helping him/her feel respected and worthy through a learning environment that provides positive encouragement through frequent success;

Adoption date: July 11, 2001

Equal Opportunity and Non-Discrimination

District Policy: 0100 EQUAL OPPORTUNITY AND NONDISCRIMINATION

<https://www.hempsteadschools.org/cms/lib/NY01920790/Centricity/Domain/43/policy%20update%205-18-17.pdf>

The Board of Education, its officers and employees, shall not discriminate in its programs and activities against students on the basis of actual or perceived race, color, weight, national origin, creed, religion, religious practice, marital status, sex, age, sexual orientation, gender (including gender identity and expression), disability, or deny access under the Boy Scouts of America Equal Access Act. The district will provide notice of this policy in accordance with federal and state law and regulation.

This policy of nondiscrimination includes access by students to educational programs, counseling services for students, course offerings, and student activities, as well as recruitment and appointment of employees and employment pay, benefits, advancement and/or terminations.

A finding that an individual has engaged in conduct in violation of this policy may result in disciplinary action and/or filing of a report with third parties in the manner prescribed by the district code of conduct, the law or applicable contract.

Nothing in this policy shall be construed to prohibit a denial of admission into, or exclusion from, a course of instruction or activity based on a person's gender that would be permissible under the law, or to prohibit, as discrimination based on disability, actions that would be permissible under the law.

Cross-ref:

0110, Sexual Harassment/Sex Discrimination
0115, Student Harassment and Bullying Prevention and Intervention
5020.2 Racial Harassment of Students
5030, Student Complaints and Grievances
5300, Code of Conduct
9140.1, Staff Complaints and Grievances
9150, Policy Against Discrimination and Harassment

Ref:

Age Discrimination in Employment Act of 1967 [29 U.S.C. §621](#)*et seq.*
Age Discrimination Act of 1975, [42 U.S.C. §6101](#)*et seq.*
Americans with Disabilities Act, [42 U.S.C. §12101](#)*et seq.*
Title VI, Civil Rights Act of 1964, [42 U.S.C. §2000d](#)*et seq.* (nondiscrimination based on race, color, and national origin in federally assisted programs)
Title VII, Civil Rights Act of 1964, [42 U.S.C. §2000e](#)*et seq.* (nondiscrimination based on race, color, religion, sex, and national origin in employment)
Title IX, Education Amendments of 1972, [20 U.S.C. §1681](#)*et seq.* (nondiscrimination based on sex)
§504, Rehabilitation Act of 1973, [29 U.S.C. §794](#)
Individuals with Disabilities Education Law, [20 U.S.C §§1400](#)*et seq.*
Genetic Information Nondiscrimination Act of 2008 [P.L. 110-233](#)
[34 C.F.R. §§ 100.6, 104.8, 106.9, 110.25](#)
[Executive Law §290](#)*et seq.* (New York State Human Rights Law)
Boy Scouts of America Equal Access Act, [20 U.S.C. § 7905](#)
[Education Law §§10-18](#)(The Dignity for All Students Act)
[Education Law §§313\(3\), 3201, 3201-a](#)

Adoption date: June 16, 2016

Practices

At Rhodes Academy we provide many opportunities to ensure our students receive a holistic and inclusive education in a caring and stimulating environment.

Special Education Services

- To meet the needs of each child, Hempstead's special education classes provide individual programs. Parents and teachers work together to develop Individual Education Plans (IEPs) for each student, using past achievement, present needs and test data. Both short and long-term goals are set for the child and materials are selected which best will help to carry out the goals.
- Links to our District Special Education Website, Special Education Links, and District Policies:
 - <https://www.hempsteadschools.org/domain/602>
 - <https://www.hempsteadschools.org/Page/2165>
 - <https://boardpolicyonline.com/?b=hempstead>

Common Language and Support

- **Special Educational Needs (SEN)**
 - Refers to any student who shows a need for extra support or for challenge beyond the general curriculum. We recognize the wide spectrum of needs and abilities along a continuum, including students with learning disabilities.
- **Inclusion**
 - Inclusion is “an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.” (IBO Learning diversity and inclusion in IB programmes 2016, P1.)
- **Differentiation**
 - An instructional design model that modifies the written, taught, and assessed curriculum in order to meet individual needs.
 - Examples of differentiation strategies may include but are not limited to:
 - Grouping within classrooms
 - Use of pre-assessments
 - Prior knowledge
 - Understandings and Misconceptions

- Formative assessments strengths and weaknesses
 - Adjusted Pacing
 - Targeted Feedback
 - Open-ended learning engagements
 - Tiered lessons
 - Use of instructional materials and programs
 - Reading levels
 - Immersive Reader
 - Reading A-Z
 - Engage NY
 - I ready
 - Task cards
 - Written/Spoken/Picture Cards
- **IEP (Individual Educational Program)**
 - A legal document describing changed or additional conditions /inclusive assessment arrangements/ to be provided to students identified as needing special services.
- **504 Plan**
 - A legal document describing changed or additional conditions /inclusive assessment arrangements to be provided to students identified with health challenges that may impede their learning or ability to be assessed in the regular education setting.
- **Integrated Co Teaching (ICT)-**
 - A classroom in which a general education and a special education teacher jointly provide instruction to a class that has students with and without disabilities. The General Education and Special Education teacher meet to co-plan and prepare lessons, activities and projects that are multi-sensory and differentiated. Together, both teachers deliver instruction to ALL students employing a range of teaching strategies.
 - The determination of whether integrated co-teaching services are an appropriate recommendation for an individual student with a disability must be made on an individual basis. For some students, integrated co-teaching would be an alternative to placement in a special class with the added benefit of having both a special education and a general education teacher deliver the curriculum to the student. For each student, whether the general education classroom is the least restrictive environment for the student to receive his or her special education services should be made in consideration of, but not limited to the following factors:
 - the classes in which integrated co-teaching is offered and the match to the students' needs
 - the extent of special education services the individual student needs to access, participate and progress in the general education curriculum
 - the similarity of needs of the other students with disabilities in the class
 - the potential effect of the class size on the student's learning needs
- **Response to Intervention (RTI)-**
 - Response to Intervention:
 - State mandated regulation for students in grades K-6.

- A process of implementing high quality scientific validated instructional practices based on learner needs, monitoring student progress, and adjusting instruction based on the student's response
- Starting point to identify and serve students who need additional support
- Systems of interventions and resource allocation which allow students to make significant progress in areas of need
- Examples may include:
 - High quality classroom instruction
 - Research based instruction
 - Differentiated instructional strategies for all learners
 - Ongoing student assessment
 - Progress monitoring
 - Making educational decisions based on a student's response to intervention
- Our goal is to improve educational outcomes for all students by providing a multi-tiered approach (MTSS) that creates a well-balanced system of support for our diverse student learners.
- Our RTI Committee assists teachers with interpreting data, selecting groups, and documenting results of intervention.

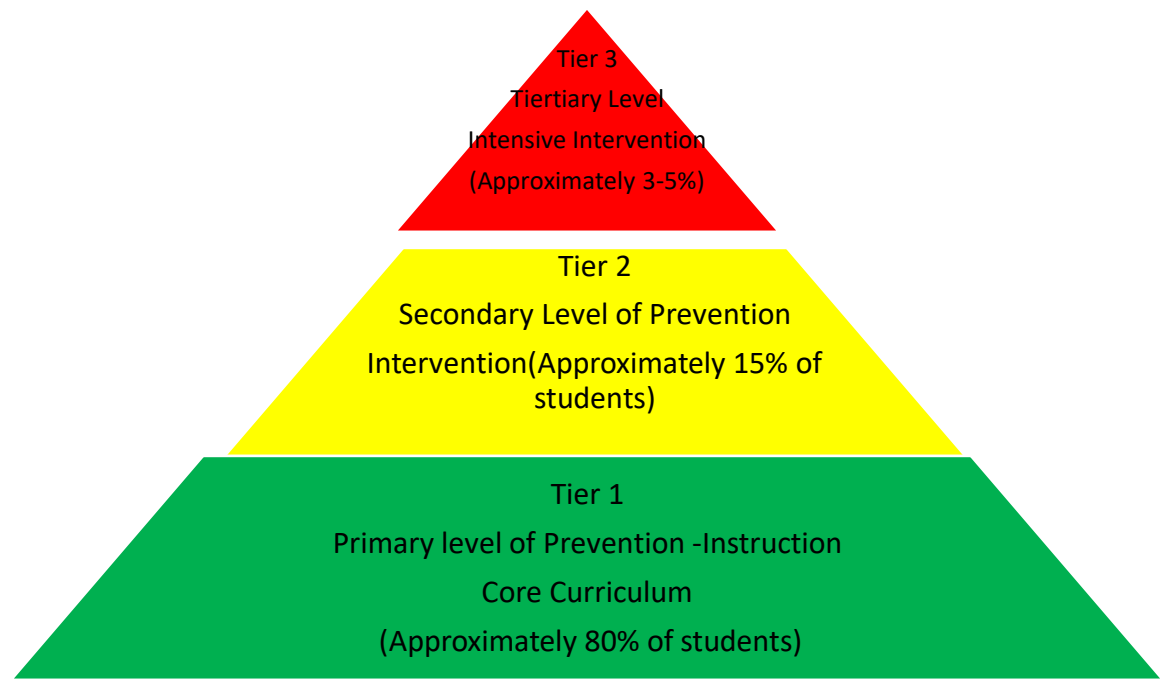


Figure 1: Response to Intervention Model

- **Resource Room**
 - A **resource room** is a separate, remedial classroom in a school where students with educational disabilities, such as specific learning disabilities, are given direct, specialized instruction and academic remediation and assistance as individuals or in groups.
 - Individual needs are supported in resource rooms as defined by the student's Individual Education Plan (IEP).
 - We have 26 students receiving resource room services.
- **Speech Services**
 - Provide services on an individual or small-group basis.
 - Goal is to prevent communication problems by identifying kids at risk.
 - Assess student communication skills through testing and evaluating the results. The findings are used to develop IEPs which our speech language pathologist helps to implement.
 - We have 45 mandated students and 8 non mandated students receiving speech.
- **Physical Therapy (PT)**
 - Physical Therapists are contracted by the Hempstead Public School District from agencies.
- **Occupational Therapy (OT)**
 - Occupational Therapists are contracted by the Hempstead Public School District from agencies
- **Self Contained Classes**
 - **Created to help foster enhanced support for students with special needs and specific difficulties.**
 - **Small class sizes Special Education teachers teach core curriculum and differentiates according to what is needed for scholars.**
- **Instructional Support Team (IST)**
 - A school based innovative program compromised to maximize individual student success, while at the same time serving as a screening process for students who may need specialized education services.
 - The team discusses and provides techniques to help our students who are identified to be having difficulties academically, displaying behaviors that impact their academics, or have a medical condition that impacts their learning.
 - The process consists of a team working together to identify the student's needs, set goals, and develop an intervention plan to achieve those goals.
 - Members on our school IST includes our School Psychologist (Chairperson), Speech Pathologist, Social Worker, Resource Room Teacher, Nurse, attendance teacher, ENL Teacher (when needed) and an Administrator.
 - An IST referral form for a student can be completed from any school member.
 - If the screenings and interventions put in place do not render progress, then the student can be referred to the CSE.

- **Committee on Special Education (CSE)**

- The Committee on Special Education (CSE) services school-age students that reside within Hempstead UFSD and are between 5 (or entering Kindergarten) and 21-years-old. Parents must register their child with the district prior to submitting a referral for evaluation or requesting special education services.
- The Committee on Special Education is comprised of at least the following mandated members:
 - The parents or persons in parental relationship to the student
 - Not less than one general education teacher of the student whenever the student is, or may be, participating in the general education environment
 - Not less than one special education teacher or not less than one special education provider of the student
 - A school psychologist
 - The CSE chairperson who is a representative of the district qualified to provide, or supervise the provision of, specially-designed instruction to meet the unique needs of students with disabilities, who is knowledgeable about the general education curriculum and about the availability of the resources of the school district. An individual who meets these qualifications may also be the same individual appointed as the special education teacher, the special education provider of the student or the school psychologist
 - Such individual may also be the individual appointed as the regular education teacher, the special education teacher or special education provider, the school psychologist, the representative of the school district or a person having knowledge or special expertise regarding the student when such member is determined by the school district to have the knowledge and expertise to fulfill the role of the committee
 - The school physician, if specifically requested in writing by the parent of the student or by a member of the school at least 72 hours prior to the meeting
 - An additional parent member of student with a disability residing in the school district or a neighboring school district, provided that the additional parent member may be the parent of a student who has been declassified within a period not to exceed five years or the parent of a student who has graduated within a period not to exceed five years, if specifically requested in writing by the parent of the student or by a member of the school at least 72 hours prior to the meeting
 - Other persons having knowledge or special expertise regarding the child, including related services personnel as appropriate, as the school district or the parents shall designate

- **Special Education Parent Teacher Association (SEPTA)**

- WHAT IS SEPTA?

- SEPTA is a PTA within a school district. SEPTA brings together people who are interested in special education and children with special needs.
 - SEPTA supports, strengthens and promotes the welfare of children with special needs.
 - SEPTA promotes an understanding of special education and strives to enrich the lives of children with special needs.

- WHAT ARE THE GOALS OF SEPTA?

- To ensure that all children receive an education that allows them to reach their full potential.
 - To bring together parents, families and teachers of children with special needs in order to share their experiences.
 - To educate parents about special education, including the identification and placement procedures for children with special needs.
 - To inform legislators, school boards, and the community about the importance of special education programs.
 - To improve the lives of children by providing cultural, social and physical enrichment. To advocate for children with special needs and their right to a free and appropriate public education in the least restrictive environment.

- SEPTA PTA - Parent Links

- <https://www.hempsteadschools.org/Domain/599>

Multilingual Learners (MLL) English Native Learners (ENL)

Vision

The Hempstead Union Free School District will challenge every multilingual learner (MLL) to develop a command of literacy in the home language, the English language, and other World Languages to meet the demands of a global society. Multilingual learners will become inquirers, knowledgeable thinkers, communicators, and principled, open-minded, caring, risk takers, balanced and reflective students.

Mission

The Hempstead Union Free School District will build the capacity of all teachers of multilingual learners to become facilitators of learning language through content and the love of life-long learning through professional development that is meaningful, actionable, and applicable to every diverse learner.

Links to our Bilingual Department Website, Bilingual Resource Links, and District Policies:

- <https://www.hempsteadschools.org/Domain/166>
- <https://www.hempsteadschools.org/Page/2020>
- <https://www.hempsteadschools.org/Page/1679>
- <https://www.hempsteadschools.org/Page/168>
- <https://www.hempsteadschools.org/Page/1685>

Shared Language of Terminology using the definitions below:

- **Mother Tongue:**
 - The language that the student uses at home. In some cases, that is not English.
- **Language A:**
 - The primary language of the school, and most likely considered the language of operation in the general education classes.
- **Language B:**
 - The language that is considered foreign to the learner. There is no indication of fluency in this language, and the student is acquiring it.
- **Language Acquisition:**
 - The process of developing Language B. Increasing vocabulary, syntax, and word distribution to communicate. The continuum of attaining fluency of a second language.
- **Word Languages:**
 - Language other than the mother tongue.
- **ELL/MLL:**
 - English Language Learners/Multi-Lingual Learners
 - Student that enters the learning community without having English as their primary language.
- **ENL:**
 - English as a New Language
 - A program to support language acquisition for students who need to acquire English as a working language.
- **FLES:**
 - Foreign Language acquisition program for Elementary Schools.
- **Dual Language:**
 - Students are taught literacy and content in two languages.
 - Dual Language classes will begin in school year 2020-2021
- **Bilingual:**
 - Speaking and learning fluently in two languages.
- **Language of Instruction:**
 - The language used to instruct the student due to their level of competency. For the vast majority, the language used is the language that is primarily spoken in the student's home. If the mother tongue is English, the student is taught in English. If the mother tongue is Spanish, the student will receive instruction in Spanish and English when in bilingual classes if the student is not able to speak English.

- **Multilingualism:**
 - The term “multilingualism” in the PYP refers to linguistic ability in more than one language and recognizes that each of a student’s languages may be developed to different levels, and within different contexts, depending on their social and academic experiences. From Principles into Practice: Learning and Teaching p.86.
 - A way to affirm cultural identity and develop international mindedness.
- **Translanguaging:**
 - Translanguaging is the process by which language students actively draw on all their linguistic resources to communicate and make meaning. From Principles into Practice: Learning and Teaching p.95: Garcia, Li Wei (2014).
 - Two languages are placed alongside each other to make connections and draw on prior knowledge.

The Hempstead Public School District Supports Our Multilingual Learners (MLLs) Through the Eight Principles of the Blueprint for English Language Learners’ Success.

1. All teachers are teachers of ELLs.
2. All school boards are responsible for ensuring the needs of ELLs are addressed.
3. Districts and schools engage students in grade-appropriate, academically rigorous, and standards aligned instruction.
4. Districts recognize language as an asset that can lead to the Seal of Biliteracy
5. Districts value all parents and families as partners and effectively involve them in the education of their children.
6. Districts leverage the expertise of Bilingual, ENL, and World Language teachers and support personnel.
7. Districts leverage the home language of MLLs
8. Districts use formative assessments to measure student knowledge and language development

Our classroom instruction for our MLL learners includes:

- **Mother Tongue Support:** The language that the student uses at home. In some cases, that is not English.
 - **Bilingual Classes:** Speaking and learning fluently in two languages.
 - Students whose primary language is not English will be encouraged to continue to study and develop their mother tongue using the following resources:
 - Parents will be given referrals of individuals, groups, or community organizations that operate in the mother tongue or who can assist with mother tongue literacy acquisition.
 - A list of books and children’s educational resources in the student’s mother tongue will be made available to the parents and students.

- School staff members will provide parents and students opportunities to maintain the child’s mother tongue and to share cultural and language information with the school community and integrate into the program of inquiry when applicable.
 - Information on students’ mother tongue languages will be gathered from the district’s “Home Language Survey”
 - Use language data to determine the needs of literary resources.
- **English as a New Language (ENL)**
 - **ENL Support**
 - English as New Language Policy Practice: All students who are listed as speaking other languages other than English will be identified through the Home Language Survey and language screening upon registration as required by the state of New York.
 - After identification of the level of English fluency, students are placed in the appropriate class setting.
 - In the beginning of the school year, parents are notified through a placement form as to whether they will be keeping their child with the services they are receiving.
 - The school places importance on language learning, including their mother tongue.
 - Teaching and learning demonstrate that all teachers are responsible for language development of students.
 - Instruction in this program, formerly known as English as a Second Language (ESL), emphasizes English language acquisition.
 - In an ENL program, language arts and content-area instruction are taught in English using specific ENL instructional strategies.
 - Our ELL learners receive:
 - Integrated ENL using the co-teaching model
 - Certified Content Area Teacher and a certified ENL teacher
- **ELL/MLL: English Language Learners / Multi-Lingual Learners**
 - Beginning in spring 2012, NYSED launched the Bilingual Common Core Initiative to develop new English as a Second Language and Native Language Arts Standards aligned to the Common Core.
 - NYSED has developed two sets of resources known as New Language Arts Progressions (NLAP) and Home Language Arts Progressions (HLAP) for every NYS Common Core Learning Standard (CCLS) in every grade.
 - The teachers will provide a framework that supports NLAP and HLAP Standards to ensure that students in English as a New Language and Bilingual Education programs in order to meet the Language Proficiency levels of students.
 - The Progressions include five levels of language proficiency and demonstrate a trajectory of language learning and teaching.

- In teaching, learning and assessing, phases of language learning as suggested in PYP practices are referred to identify the levels of the students and render appropriate support.
- The Linguistic Demands identify the words, phrases and forms of language that students will need to understand and use in order to meet the Common Core standard.
- Students are placed in bilingual classes or in monolingual classes with ENL instructional support as determined by the level of fluency.
- The New York State Regulation CR Part 154-2 identifies five levels of English Language Proficiency Development for ELLS. They are as follows:
 - **Entering** (Beginning) **360 minutes of service per week**
 - **Emerging** (Low Intermediate) **360 minutes of service per week**
 - **Transitioning** (Intermediate) **180 minutes of service per week**
 - **Expanding** (Advanced) **180 minutes of service per week**
 - **Commanding** (Proficient) **90 minutes of service per week**
 - **NOTE: When a student reaches the Commanding level on the NYSESLAT exam, he/she will no longer be considered an ELL and will receive two more years of ENL services and support before he/she exits the program.*
 - Students can reach the Commanding level by scoring a Level 3 on the New York State English Language Arts Test as well and then receive 90 minutes of ENL instructional support per week for two or more years.
- **Foreign Language in the Elementary Schools (FLES)**
 - Foreign Language in the Elementary Schools (FLES) Program Goals:
 - The purpose of the FLES French Program is:
 - To prepare students to begin developing exposure and functional skills in listening, speaking, reading, and writing in French.
 - To provide a nurturing environment where students feel comfortable learning a second language.
 - To develop awareness in oral and written communication in French through the integration of language skills and concepts taught in the content areas.
 - To encourage all students to develop an openness, understanding and appreciation for other cultures.
 - For grade 1-6
- **Newcomer Program**
 - The Hempstead Union Free School District (HUFSD) has a Newcomer Program to meet the diverse educational and socio-emotional needs of students who have recently arrived in the United States.
 - The main goal of the program is to help newcomer students acclimate to the American educational system while also addressing their academic needs. We have created a warm welcoming environment where newcomer students feel appreciated, important, and part of a community of learners.
 - The program runs after school Monday through Thursday from 3:15 to 5:15 PM grades 1-12 for twelve weeks.

- As part of the infrastructure of the program, School Counselors and Social Workers have joined with teachers to provide a network of support for these students; many of which have suffered traumatic experiences in their homeland or on their journey to the United States.
- Another important component of the Newcomer Program is the parent engagement piece. Parents are included through workshops to educate them of the importance of collaborating with teachers to help their children succeed academically and emotionally.

Communication of our Inclusion Policy

- Published on our school website
- Discussed and referred to with students and parents
- Reviewed annually

Essential Agreements

Rhodes Academy School Professional Learning Community we agree to:

Have A Collaborative Mindset

Embrace The Learner Attributes

Be On Time to Professional Learning Community Engagements

Be Active Participants: Sharing, Listening, Staying Focused, Asking Relevant Questions,

Come Prepared (ex. Plan Ahead Agenda)

Be Solution Oriented

Establish Roles

Be Positive

We will refer to our school policies to ensure we are making good choices.

We will think about and recognize the rights of others in our school learning community.

To build a growth mindset.

Utilize The 7 Mindsets for SEL

Rhodes Academy Has A Staff Calming Room. Here are the Essential Agreements

We agree to ...

- **No talking or socializing.** *This is a place of tranquility.*
- **No beverages except water.** *Drinking water is essential to a healthy lifestyle.*
- **Be respectful of other's privacy.** *Respect for others guides our morals; respect for others guides our manners.*
- **No work (ex: grading of papers, lesson planning, etc.)** *Your work is already stressful. Let your mind and the mind of other rest.*
- **No electronic devices of any kind.** *You spend enough time on them.*
- **Keep the room clean.** *Messy room...cloudy mind.*
- **Not to remove any materials from this room.** *Materials are for everyone.*
- **Adhere to the time limit (10 minutes) for the massage chairs.** *It is good to share.*
- **Leave the room better than when we entered.** *Relax. Relate. Refresh.*

The following references were used to create our School Inclusion Policy:

International Baccalaureate. 2018. *From Principles into Practice*.
International Baccalaureate. 2016 *Learning diversity and inclusion in IB programmes*.
International Baccalaureate. 2018. *Program Standards and Practices*.
International Baccalaureate. 2015. *The IB guide to inclusive education: a resource for whole-school development. Collaboration with other IB PYP Schools in the HPS District*
<https://ibo.org/>
Beaumaris North Primary School Student Engagement and Inclusion Policy
Summit Charter Academy Lombardi Primary Years Programme Inclusion Policy
Dignity for All Students Act (DASA) Staff Handbook, 2013
Hempstead Public Schools Policies
NYSED ESSA Culturally Responsive Sustaining Educational Framework
Blueprint for English Language Learner/ Multilingual Learner Success, THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK Office of Bilingual Education and World Languages

Review of the School Inclusion Policy will be reviewed annually by multiple stakeholders including: The Building Principal, Assistant Principals, The IB Coordinator, Psychologist, Social Worker, Parent Advocate and The IB Committee