



Access and Inclusion Policy for Briargrove Elementary School

Briargrove Elementary School Mission Statement states:

Briargrove teachers and staff provide a safe haven for students. Unique personal and cultural perspectives represented among families are viewed as levers to deepen connectedness between learner agency, academic engagement and a sense of belonging for every child.



Our Elementary School is committed to providing an inclusive environment where every student can fully participate and thrive in International Baccalaureate (IB) programmes. We believe that diversity enriches the learning experience and that all students, regardless of their background, abilities, or needs, deserve equal opportunities to succeed. Therefore, this Access and Inclusion Policy outlines our commitment to removing barriers and fostering an inclusive culture throughout our school community.

At our Briargrove, we embrace the philosophy that every student is unique and has the right to access quality education. We believe in the principles of equity, diversity, and inclusion, and we strive to create a learning environment where all students feel valued, respected, and supported in their academic and personal development.

All students who attend Briargrove receive a Free and Appropriate Education. Parents are required to enroll their students according to the policy and procedures of Houston Independent School District; however, they are not required to apply to participate within the PYP IB Programme. All students who enroll in Briargrove Elementary School have access to the PYP IB Programme.



Key Principles:

Equity: We recognize that each student may have different needs, abilities, and learning styles. Therefore, we are committed to providing equitable access to resources, support, and opportunities to ensure that every student has the chance to succeed. All students who attend Briargrove attends a public

Diversity: We celebrate the diversity of our school community and believe that it enriches the learning experience for all students. We value and respect the unique backgrounds, cultures, languages, and experiences of our students and strive to create an inclusive environment where everyone feels welcome and represented.

Inclusion: We believe that inclusion is not just about accommodating students with special needs or disabilities but also about creating a sense of belonging for all students. Therefore, we are committed to removing barriers to learning and participation and promoting a culture of acceptance, understanding, and collaboration among students, educators, families, and the wider community.

Collaboration: We recognize that creating an inclusive environment requires the collective effort of all members of the school community. Therefore, we promote collaboration and



teamwork among educators, administrators, support staff, students, families, and external stakeholders to ensure that our policies, practices, and programs are inclusive and responsive to the needs of all students.

Continuous Improvement: We are committed to ongoing reflection, evaluation, and improvement of our practices to ensure that they align with our inclusive values and principles. We value feedback from all stakeholders and use data-driven approaches to monitor progress, identify areas for growth, and implement targeted interventions to support student success.



Implementation:

Whole-School Approach: In line with the IB philosophy, we adopt a whole-school approach to inclusion, where all educators are responsible for promoting access and inclusion in their classrooms and across the school community. This means that every teacher, administrator, and support staff member plays a role in creating an inclusive environment and supporting the diverse needs of our students.

Professional Development: We provide ongoing professional development opportunities for educators to enhance their knowledge, skills, and awareness of inclusive practices and strategies. This includes training on differentiation, culturally responsive teaching, positive behavior support, assistive technology, and other relevant topics to meet the diverse needs of our students.

Individualized Support: We recognize that some students may require additional support to access the curriculum and participate fully in school activities. Therefore, we provide individualized support plans, accommodations, and modifications based on the unique needs of each student. This may include personalized learning goals, specialized instruction, classroom accommodations, assistive technology, and collaboration with external specialists and support agencies as needed.

Collaborative Partnerships: We actively collaborate with parents, caregivers, and families to support student learning and well-being. We recognize the important role that families play in the education process and strive to involve them as partners in decision-making, goal-setting, and problem-solving to ensure that their child's needs are met effectively.

Community Engagement: We engage with the wider community to promote understanding, acceptance, and inclusion of diverse individuals and groups. This includes outreach initiatives, cultural celebrations, guest speakers, community service projects, and partnerships with local organizations and agencies to raise awareness, build empathy, and foster a sense of belonging for all members of our school community.





Access Arrangements:

This policy aims to encompass the full spectrum of diversity among IB students, ensuring support is provided as needed to address various challenges. These challenges may include, but are not limited to, issues related to language barriers, abilities, emotional and mental well-being, economic circumstances, gender and sexual identity, ethnicity, medical conditions, impairments, and other long-term challenges. Barriers for students can include but are not limited to: Additional language (first or best language is not the language of instruction) • Cultural variations • Hearing • Intellectual exceptionalities • Movement and coordination • Medical 1. Introduction Overview Access and inclusion policy 1 • Mental health • Numeracy • Processing • Reading • Seeing • Social-emotional • Speech and language • Writing

Special Populations	Teachers & Administrators
Gifted and Talented Special Education Section 504 Emergent Bilingual	<p>Accommodations should maintain the expected learning outcomes without lowering standards, focusing instead on providing tailored support to overcome various barriers and empower the student to navigate challenges effectively. They uphold principles of fairness and equitable access to education, while also ensuring that assessments remain valid and meaningful.</p> <p>Inclusive access arrangements provided for a student must:</p> <ul style="list-style-type: none"> • be carefully individualized, evaluated and monitored • be applied throughout the course of study • reflect the optimal support that the student requires • be based on current, not past, requirements • be drawn from teacher observations in the classroom • be considered in line with the eligibility criteria for inclusive access arrangements in this policy • be strictly based on individual requirements (and not provided as a standard to all students with learning support requirements in the school/classroom).

The Briargrove Access and Inclusion Policy adopts the access arrangements stated in the IB Access and Inclusion Policy:



2.8 The access arrangements for a student must be based on the principle of optimal support, which means that they must be accurately planned to remove or reduce barriers during teaching, learning and assessment. They must neither be more nor less than what the student requires.

2.9 Inclusive access arrangements must be put in place as soon as the need for additional support is identified by a professional such as a psychologist, observed (at school or at home) or after learning about a previously identified challenge (such as when the student enters an IB programme).

2.10 The inclusive access arrangements for a student must be in place throughout the course of learning and teaching, including for all formative assessments.

2.12 While some inclusive access arrangements may apply to the classroom context, others may also be applicable for IB summative assessment.

2.13 In some instances, a student may require an access arrangement for one subject but not another. For example, a student may require support with a graphic organizer for writing history essays but would not need the same type of support while working in science subjects. Sometimes, a barrier may exist within one learning and assessment construct and a student may require a specific type of scaffolding in addition to use of access arrangements. For example, a student with partial vision working on the visual elements of the language and literature course will require enlarged papers and also scaffolding to understand language through visual media.

2.14 A student's access requirements may change over the course of their study. Their challenge or condition may worsen (such as a medical condition) or improve (such as mental health difficulties), which would alter their access requirements. For this reason, inclusive access arrangements for a student must be monitored, evaluated and reviewed at periodic intervals, so that they continue to provide the optimal level of support. (See the HISD Request for Evaluation and the IB Inclusive Access Arrangement Flowchart below)

2.15 Figure 1 provides a decision-making framework for educators to plan access arrangements for their students. The framework starts with provision of arrangements during learning and teaching and continues to requests for arrangements for IB summative assessments.

International Baccalaureate. (2022). Access and Inclusion Policy. International Baccalaureate Organization.

Our Elementary School is committed to creating an inclusive learning environment where every student can thrive academically, socially, and emotionally. By adopting a whole-school approach to inclusion and promoting equity, diversity, and collaboration, we strive to remove barriers and create opportunities for all students to reach their full potential and become lifelong learners, critical thinkers, and responsible global citizens. Through



BRIARGROVE ELEMENTARY
WHERE INTEGRITY AND INQUIRY LIGHT THE WAY

continuous improvement and collective effort, we are dedicated to ensuring that every student feels valued, supported, and empowered to succeed in our IB programmes and beyond.

