

Franklin Academy Cooper City Inclusion Policy

Franklin Academy Mission Statement

Utilizing an intercultural-mindedness model and a standards-based curriculum, the mission of Franklin Academy is to create compassionate, engaged, life-long learners by promoting a culture of collaboration and high expectations that emphasizes character development through active service in the local, national, and international community, while adhering to the principle that all children can learn.

Philosophy for Inclusion

Purpose: The purpose of this inclusion policy is to ensure that all students at Franklin Academy Cooper City have equitable access to the International Baccalaureate (IB) MYP Programme, regardless of their individual abilities and needs. This policy aims to ensure the learning environment recognizes and values diversity, promotes academic success, and fosters personal growth for every student.

Vision: Franklin Academy Cooper City is committed to fostering an inclusive environment where every student can engage with and benefit from the IB MYP curriculum. We believe in the potential of all students to achieve academic success and personal growth through tailored support and inclusive practices. Our vision is to develop critical-thinking skills and attain high levels of academic achievement for all students by utilizing a standards-based curriculum, a variety of research-based techniques, and technologies.

Legal Requirements

Identification: The school adheres to all relevant federal, state, and local laws regarding the education of students with special needs, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA). We also comply with Broward County School District policies and procedures.

Compliance: To comply with these legal requirements, Franklin Academy Cooper City has established a structured process lead by the Specials Programme Coordinator that includes:

- **Training:** Regular training for staff on legal obligations and inclusive practices.
- **Oversight:** A team that oversees the implementation of Individualized Education Plans (IEPs) and 504 plans.

- **Monitoring:** Continuous monitoring and evaluation of compliance through internal audits and reviews.
- **Documentation:** Maintaining accurate and up-to-date records of all students receiving special education services.

Rights and Responsibilities

Students:

- **Rights:** Access to a supportive and inclusive learning environment, appropriate accommodations, and individualized support.
- **Responsibilities:** Engage in their learning, communicate their needs, and participate actively in their educational process.

Teachers:

- **Rights:** Receive professional development and support in inclusive teaching strategies, access to resources, and collaboration with special education staff.
- **Responsibilities:** Implement inclusive practices, accommodate diverse learning needs, and maintain accurate documentation of student progress and accommodations.

Parents:

- **Rights:** Be informed and involved in their child's education, access to resources and support, and participation in decision-making processes.
- **Responsibilities:** Collaborate with the school, support their child's learning, and communicate any concerns or needs to the school staff.

Administration:

- **Rights:** Access to resources and training to support inclusive education, and authority to implement and enforce the inclusion policy.
- **Responsibilities:** Ensure the school's compliance with legal requirements, provide leadership in the implementation of inclusive practices, and support staff in their roles.

Support Structures

Eligibility: Students are eligible for special educational support based on assessments and evaluations conducted in accordance with Broward County School District policies. This includes students with diagnosed disabilities, those with 504 plans, and gifted and talented students. Support for English language learners is specifically detailed in Franklin Academy Copper City IB MYP Language Policy.

Supports: The school provides a range of support structures, including:

- **Individualized Education Plans (IEPs):** For students with disabilities, outlining specific goals and accommodations.
- **504 Plans:** For students requiring specific accommodations to access the curriculum.
- **Gifted Programs:** Enrichment and acceleration opportunities for gifted and talented students.
- **Specialized Staff:** Access to Exceptional Student Education (ESE) teachers, speech therapists, occupational therapists, and other specialists.
- **Pull-Out and Push-In Services:** Tailored support within or outside the general education classroom to meet individual needs.

Professional Development: Ongoing professional development is provided to all staff to ensure they are equipped with the knowledge and skills to support diverse learners effectively. This includes training on differentiated instruction, inclusive teaching strategies, and the use of assistive technologies.

Documentation and Communication

Documentation: All documentation related to student support, including IEPs, 504 plans, and progress monitoring data, is maintained securely and updated regularly. This documentation is used to track student progress, inform instructional decisions, and ensure compliance with legal requirements.

Communication: The inclusion policy and related information are communicated to all stakeholders through:

- **Meetings:** Regular meetings with parents, teachers, and support staff to discuss student needs and progress.
- **Website:** Updates on the school's website, including access to the inclusion policy and related resources.
- **Information Sessions:** Workshops and information sessions for parents and staff to understand and engage with the inclusion policy.
- **Ongoing Support:** Availability of the Special Programs Coordinator and other support staff to address questions and provide assistance.

Franklin is a Title 1 School

At Franklin Academy Cooper City, Title I funding is used to support inclusive education by hiring teacher assistants for grades K–5, instructional coaches who assist all teachers from kindergarten through eighth grade, and MTSS personnel who help identify and support students with academic and behavioral needs. Additionally, Title I resources fund digital learning tools such as IXL and cover costs related to family engagement sessions, ensuring that both students and families receive the support they need to succeed.

Policy Review Process

Review Process: The inclusion policy is reviewed annually at the beginning of the school year. The review process initially involves the IB leadership team, including the Principal, Assistant Principals, IB Coordinators, and the Special Programs Coordinator, to ensure the policy remains effective and up-to-date. This policy was last reviewed, amended, and approved on August 19, 2025 by the following persons: Taryn Hackworth (Special Programs Coordinator), Penelope Grullon (School Counselor), Lissette Kelleher (Gifted Education Lead), Demi Garcia (ESE Educator), Erica Vittie (ESE Educator), Jose L. Lugo (IB Coordinator) and the following teachers: Ravi Upadhyaya, Nicole Campos, Charles Hicks, Itala Ream, and Walter Lopez.