

Inclusion Policy Franklin Academy Pembroke Pines (K-12)

Contents

Purpose.....	3
Inclusion.....	3
Eligibility.....	3
Supports	4
Documentation.....	5
Professional Development	5
Inclusion under Section 504	5
Gifted and Talented Learners	6
Accommodations.....	6
Communication.....	7
Policy Creation Process.....	7
Policy Communication	8
Policy Review Process	8
Glossary of Terms.....	9
Bibliography.....	10

Purpose

Franklin Academy Pembroke Pines (K–12), our campus, acknowledges and appreciates the individuality of our diverse population. We recognize students who may have obstacles affecting their educational experience and implement strategies and support to help them persevere. We agree that inclusion is a priority to facilitate the academic success of each student. We also accept the responsibility to provide equal access to the curriculum and academic rigor, regardless of individual abilities and needs.

Inclusion

Franklin Academy Pembroke Pines (K–12) identifies special educational needs students as having a recognized diagnosed Special Educational Need (SEN) and requiring extra support beyond the general curriculum. This includes students with an Individualized Education Plan (IEP) and/or 504 plans. Some of these Inclusion include: Specific Learning Disabled, Language Impaired, Other Health Impaired, Autism Spectrum Disorder, Emotionally/Behaviorally Disturbed, Speech Impaired.

We also recognize Gifted and Talented students as having a special educational need that requires enrichment and/or acceleration to help the student meet their highest academic potential. We believe that inclusion is an ongoing process that aims to increase access and engagement by providing the necessary individualized supports. Inclusion also gives each and every student the opportunity to access all aspects of the curriculum and the IB MYP program. A differentiated instructional design model is implemented at Franklin Academy Pembroke Pines (K–12), to accommodate the various types of learners.

Eligibility

Franklin Academy Pembroke Pines (K–12) follows the Broward County School District policies and procedures to determine eligibility for special educational needs. The Response to Intervention (RtI) Coordinator and Administration identifies students based on their progress, the teacher will be provided with a Progress Monitoring Plan (PMP) by the Collaborative Problem Solving Team (CPST). CPST contacts the parent and/or legal guardian. The teacher will then employ interventions intended to improve the student's performance (Tier I). The PMPs are reviewed quarterly to establish a baseline of effectiveness of interventions.

The Collaborative Problem-Solving Team (CPST) is composed of the various school staff members who are brought together to provide their insight and expertise. The CPST reviews the gathered material and implements a RtI for those students who are not demonstrating success with the PMP. RtI is a process that provides interventions and educational support to all students at increasing levels of intensity based on student's individual needs. RtI is a process designed to help schools focus on interventions that are matched to student needs and monitored on a regular basis.

Upon reaching tier III, highest level of intensity, where interventions are producing inconsistent or unsuccessful results, Special Programs Coordinator will request a referral for a full comprehensive psychological exam by a Broward County School psychologist. Along with the data collected during the RtI process, a variety of other information is presented with the referral to present the need for the evaluation. A comprehensive psychological evaluation can also be requested by the family of the child or the child's teacher, and RtI must be run concurrently in order to adhere to the compliance timeline set by the county. At the conclusion of the psychological evaluation, several components are utilized to determine if a student qualifies. The RtI data and the results of the evaluation as well as the Special

Policies and Procedures Manual, which outlines requirements for eligibilities, are all used to determine eligibility. A possible Individual Education Plan (IEP) or 504 is developed based on the findings, along with input from the student, teachers, and/or family.

Supports

Professional development is provided to General Education teachers to implement strategies that are aligned with individual student academic goals. General education teachers provide differentiated approaches to learning in order to help reach students of all learning styles. Support for students with special educational needs and abilities is provided within each student's IEP which may include pull-out assistance, collaboration, and /or consultation. A certified Exceptional Student Learning Support (ESLS) teacher provides pull-out services which includes reading, English language arts, math, independent functioning, behavior, and/or social skills. Franklin Academy Pembroke Pines (K–12) also has a contracted speech/language therapist and occupational therapist as well as a district provided deaf or hard of hearing teacher that come during the week.

Within the pullout sessions students are provided with strategies to help promote mastery of grade level standards. Collaboration and consultation services are also provided. These services consist of observations, support facilitation, consultation and/or collaboration with students, teachers, staff, and parents to help support the

struggling learners. ESL teachers and the Special Programs Coordinator support the general education teachers to help them implement effective strategies for students with IEPs monitoring the progress to meeting the goals set forth in the IEPs.

Documentation

Data relating to the academic achievement of all ESE students is organized by the Special Programs Coordinator in order to continually assess if a student's needs are being properly met. Precise data and logs are collected on students who receive all types of support (pull-out, collaboration and/or consultation). Documentation of services received is also provided through the district's web-based platform. All types of documentation are used to generate a student's IEP and identify the supports from which they will benefit best.

Professional Development

Professional development is provided by the Special Programs Coordinator to all staff prior to the start of the school year. Prior to the school year, all teachers are provided with a variety of tools to help them successfully support their ESE students. These tools include copies of the IEP-at-a-Glance, checklists, charts, accommodations breakdowns, and strategies on differentiating instruction for special eligibilities and/or learning types. On-going collaboration and consultation are implemented through team and grade level conferences, observations, and/or individualized meetings. The Special Programs Coordinator also provides staff with information to access additional professional development opportunities presented by the school district.

Inclusion under Section 504

To be protected under Section 504, a student must be determined to have a physical or mental impairment that substantially limits one or more major life activities (walking, seeing, hearing, speaking, breathing, learning, working, caring for one's self and performing manual tasks), have record of such an impairment, or be regarded as having such an impairment. The determination of whether a student has a

physical or mental impairment that substantially limits a major life activity must be made on an individual basis. A 504 plan is generated by the Special Programs

Coordinator and the appropriate team members. This plan includes accommodations to offer equal access to the curriculum on an individualized basis.

Gifted and Talented Learners

Students who have been identified as gifted and have a current Education Plan (EP) receive grade level enrichment through our International Baccalaureate (IB) curriculum. This amazing highly rigorous program that is supplemental to the Gifted immersion program offered at most schools. Franklin Academy Pembroke Pines (K–12), understands the value of offering its students a well-rounded educational experience that is rooted in experiential learning, while providing an environment of rigor and exposure to the world in which they live. At Franklin Academy Pembroke Pines (K–12), we believe that empowering our students with tools that allow them to out-perform their peers further cements our commitment to their academic, social and emotional growth.

In addition, Franklin Academy Pembroke Pines (K-12) provides additional opportunities, experiences, and enrichment activities by assigning a teacher who has completed the appropriate training to meet with gifted and talented students monthly to ensure they are being challenged and motivated to grow academically.

Accommodations

Based on a student's IEP, accommodations may be applied for all tasks, including assessments. Some of these accommodations include, but are not limited to, extended time for oral and/or written responses, reducing the number of items on a test or the number of answer choices on teacher created tests, oral reading of the test, small group testing, use of a calculator or formula chart, use of a dictionary or assistive technology, and paper-based materials. International Baccalaureate Diploma Programme (DP) student who qualify for accommodations, receive those throughout the program and during the official exam sessions.

Staff are trained during professional development sessions on how to properly implement accommodations in the general education classroom. Support is provided on an as-needed basis to address unique accommodations. A testing database for all grade levels is created to ensure that the testing coordinator is aware of all required accommodations for each student during district and/or state standardized assessments.

Communication

Meetings are held throughout the school year with teachers and/or families to address the students' needs and assess the effectiveness of the support provided. An annual review and periodic reevaluations are required to be completed based on a student's eligibility and IEP dates. Compliance guidelines are set by the district and strictly enforced in order to ensure accurate funding is received to support ESE students. The Special Programs Coordinator is available on a daily basis for teachers and/or families to request support and/or testing for their struggling learners.

Policy Creation Process

The ESE Inclusion policy was created by a committee which consisted of one Language Acquisition teacher, Individuals & Societies teachers, Language & Literature teachers, one Health & Physical Education teacher, Mathematics teachers, Special Programs Coordinators, Guidance Counselors, and an Assistant Principals. The ESE Inclusion Policy was developed by publications from the IB "Principles into Practice" and "Guide to Authorization" as well as examples of "ESE Inclusion Policies from IB World Schools." The following individuals comprised the ESE Inclusion Policy Committee.

Michael	Lamkin	Physical Health Education
Michael	Lewis	Math
Francis	Lores	Arts
Patricia	Maiello	Language Acquisition
Carissa	Martinez	Guidance
Marlyse	Mathurin	Special Programs Coordinator
Damion	Matthews	Math
Clara	McClellan	Arts
Pavel	Parada	Math
Francesca	Pontillo	Individuals & Societies
Webenton	Pierre	Individuals & Societies
Dajjaa	Williams	Guidance

Staff members were made aware of the policy-making process through regular updates of the meeting agenda during curriculum meetings and bi-weekly IB MYP meetings.

Policy Communication

The Inclusion Policy is shared with all stakeholders through a variety of communication methods. Staff members learn about the Inclusion Policy through bi-weekly curriculum meetings as needed. We have an information website that consistently updates parents on all IB aspects as well as polices all IB related documents. In addition, the ESE Inclusion Policy is highlighted during the IB MYP & DP Parent Academy Nights that are held throughout the academic school year.

Policy Review Process

The ESE Inclusion Policy Committee has determined that the policy will be reviewed two times each year. The initial review will occur during pre-planning. The implementation of the ESE Inclusion Policy in all IB classrooms at Franklin Academy Pembroke Pines (K–12) will be reviewed by the IB leadership team (which consists of the Principal, five Assistant Principals, IB Coordinators, Curriculum Support Team and the Special Programs Coordinator).

Glossary of Terms

Abbreviation or Term	Brief explanation	Page Number
DP	Diploma Programme	5 & 8
EP	Educational Plan	4
ESLS	Exceptional Student Education is an educational program that includes various services for students with special learning needs.	2 – 6
IB	International Baccalaureate	2 – 6
IEP	Individual Education Plan	2 – 4
MYP	Middle Years Programme	5 – 6
PMP	Progress Monitoring Plan	2
RtI (Response to Intervention)	Interventions and educational support to all students at increasing levels of intensity based on their individual needs.	2 & 5
SEN (Special Education Needs)	A student that has a recognized, diagnosed special educational need.	2

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