



# Inclusion Policy

Franklin Academy

Pembroke Pines K-8 Campus

International Baccalaureate Middle Years Programme

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## **Purpose**

The Inclusion Policy is a working document developed by a committee of IB teachers, leadership staff, and administrators at Franklin Academy Pembroke Pines. Consistent with the standards and practices of the IB MYP (International Baccalaureate Organization, 2017a), this document provides an overview of the Franklin Academy Pembroke Pines' beliefs and practices regarding the inclusion of all students in the MYP. This policy also serves to provide clear expectations for all stakeholders regarding inclusion policies and practices.

## **Franklin Academy Pembroke Pines IB MYP 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.

## **Franklin Academy Pembroke Pines IB MYP Policy on Inclusion**

### Vision

Franklin Academy Pembroke Pines IB MYP has a vision for instruction that will develop critical-thinking skills and attain high levels of academic achievement from all enrolled students. Utilizing a standards-based curriculum and a variety of research-based techniques, technologies, and media, all students will engage in a rigorous curriculum which promotes project-based learning, inquiry, technology use, creativity, and teamwork, while addressing each individual's learning style. Inclusion at Franklin Academy Pembroke Pines is the philosophy that all students are included in every aspect of the MYP (International Baccalaureate Organization, 2017b) and the belief that all students can learn when provided necessary supports, services and accommodations.

At Franklin Academy Pembroke Pines, highly-qualified staff and administration work with students, parents, and the community to ensure that each student sets learning goals and empowers themselves by mastering all IB MYP Subject-Group Aims and Objectives, IB MYP Approaches to Learning (ATL) and applicable Florida Subject-Group standards

(International Baccalaureate Organization, 2017b; Florida Department of Education, 2017). Students with learning challenges are included in the general education setting for every Subject Group. Franklin Academy Pembroke Pines IB MYP does not discriminate against students with learning differences. Admission to Franklin Academy Pembroke Pines is based on a lottery system that ensures each eligible student receives an equal chance of being selected, ordering applicants randomly, with the following considerations for preference: siblings of currently enrolled students, siblings of currently accepted students at the same campus and children of active duty military personnel. At Franklin Academy Pembroke Pines, all students are enrolled in on-benchmark courses, with services and supports in place to accommodate learning differences and needs (Florida Department of Education, 2008). The value of including learners with different styles and approaches is promoted by differentiation of curriculum in the classroom.

In order for the vision for Inclusion to become a reality, certain organizational structures, policies and processes have been created to ensure that the Franklin Academy Pembroke Pines Inclusion Policy results in appropriate, differentiated instruction and assessment, supporting the academic and behavioral success of all students enrolled.

These include:

- 1.** A highly-qualified and accessible Special Programs Department that is led by the Special Programs Director and includes several support staff that provide gifted, Exceptional Student Education (ESE), 504, Speech and Language and ELL services to students with special needs on campus.

- 2.** A Special Programs Director, also serving in the capacity of Local Education Agent, available onsite to facilitate a progress monitoring system which serves to identify students with special learning and behavioral needs, and the creation and implementation of varied education plans to ensure all students have equitable access to their education. The Special Programs Director also maintains student records and monitors student progress through analysis of formative and summative data, via a collaborative problem solving model, whereby the input of all stakeholders as valued educational team members is considered. The Special Programs Director also ensures that required training, services and supports are being given to students through regularly scheduled gradebook and lesson plan review, collaboration with MYP teachers and students, and evaluation of assessment data that is obtained periodically throughout the school year.

**3.** Evaluation to identify learning differences is not solely provided on campus. Through the Response to Intervention process, a referral for a comprehensive educational evaluation can occur in many ways, including parent request. As part of the comprehensive problem solving process, once the need for evaluation is identified, the Special Programs Director ensures all relevant RtI data is available (e.g. teacher observations, anecdotal records, etc.) for review by the district psychologist and education team members to determine whether or not the student meets criteria for special education services, based on ESE Policies & Procedures (SP&P).

**4.** The Franklin Academy Pembroke Pines Special Programs Department also includes the Student Services Specialist/Response to Intervention Coordinator, Language Literacy Support Team, the English Speakers of Other Languages (ESOL) Coordinator, ESE Teachers, and the Gifted Teacher. The Special Programs Department also works very closely with the Franklin Academy Pembroke Pines School Guidance Counselor.

**5.** Special Programs Support Staff (e.g. ESE Teachers, the Gifted Teacher and ESOL Coordinator) are available for pull out, push in or additional support services for individual students and teachers. Speech and Language services are also provided for identified students on campus. Franklin Academy Pembroke Pines MYP Students also have access to assistive technology, from very low-tech to high-tech devices and applications.

**6.** Franklin Academy Pembroke Pines MYP Teachers are charged with the task of creating a learner-centered classroom, through which they identify the learning styles of their students, and are also required to differentiate instruction to accommodate those learning styles. Teachers document the differentiation and accommodations used in their weekly lesson plans and/or customized data tracking tools, to ensure Franklin Academy Pembroke Pines is meeting the requirements of each student's IEP, 504 Plan, EP or ELL Plan, and to assist in determining the effectiveness of the supplemental aides and services provided.

**7.** Response to Intervention (RtI) is a multi-tiered approach to the early identification and support of students with learning and behavioral needs. The RtI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by general education teachers, including Instructional Support Staff. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. These decisions are made collaboratively by a comprehensive problem solving team whose members may include administrators, teachers, parents and the Instructional Support Staff.

8. Franklin Academy Pembroke Pines IB MYP students with limited English proficiency receive special accommodations based on individual levels of English proficiency. The onsite ESOL Coordinator ensures that MYP teachers are providing an appropriate support to address specific students' needs in language learning, academic achievement, and in cultural integration.

### **Franklin Academy Pembroke Pines IB MYP Satisfaction of State and Local Requirements**

Florida law (The Florida Legislature, 2017) states that “a school district shall use the term ‘inclusion’ to mean that a student is receiving education in a general education regular class setting, reflecting natural proportions and age-appropriate heterogeneous groups in core academic and elective or special areas within the school community; a student with a disability is a valued member of the classroom and school community; the teachers and administrators support universal education and have knowledge and support available to enable them to effectively teach all children; and a student is provided access to technical assistance in best practices, instructional methods, and services and supports tailored to the student's needs based on current research.

In accordance with Policy 6000.1: Student Progression Plan (Broward County Public Schools, 2007), MYP student progress is monitored quarterly. A Progress Monitoring Plan (PMP) is developed for any student in the MYP who is not meeting State and District Levels of Proficiency. The PMP focuses learning resources on a student's targeted learning deficiencies.

### **Franklin Academy Pembroke Pines IB MYP Satisfaction of Expectations as Stated in the IB Standards and Practices** (International Baccalaureate Organization, 2017a)

At Franklin Academy Pembroke Pines, all students are enrolled in the appropriate level of each Subject-Group course. The Franklin Academy Pembroke Pines IB MYP Special Programs Department maintains all state and local required documentation and of implementation of the Inclusion Policy. Progress monitoring of students with learning differences takes place between the general education teachers, parents, students, and the Special Programs team. ELL students (Broward County Public Schools, 2017a) are considered members of our special needs population and receive the appropriate services and supports for success as well. All students who have been identified as having an IEP, EP, 504 or ELL plan receive instruction in the least restricted environment, with appropriate services and supports, as well as

needed accommodations, as noted in the student's educational plan (Florida Department of Education, 2008). From the least to the most restricted environment, these services include specialized instruction, collaboration and consultation within General Education classroom, campus or a designated Special Programs classroom.

Franklin Academy Pembroke Pines has identified MYP students as having a recognized, diagnosed special educational need and requiring extra support beyond the general curriculum. Some of the special needs of current MYP students include: Specific Learning Disabled, Language Impaired, Other Health Impaired, Autism Spectrum Disorder, Emotionally/Behaviorally Disturbed, Visually Impaired, Dual Sensory Impaired, and Speech Impaired. Franklin Academy Pembroke Pines also recognizes gifted students as having a special educational need that requires enrichment in order to help the students meet their highest academic potential.

### **Franklin Academy Pembroke Pines IB MYP Inclusion-Targeted Professional Development**

Professional development is provided by the Special Programs Director to all staff prior to the start of the school year. A general session addressing the processes and model of the Franklin Academy Pembroke Pines Special Programs Department is communicated with the staff. Additional break-out sessions by MYP Year are presented in order to specifically discuss particular students and their individualized needs with teams of teachers. On-going collaboration and consultation are implemented through Parent-Student conferences, observations, and/or individualized meetings. The Special Programs Director also provides staff with information to access professional development opportunities presented by the school district. 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 specific eligibilities and/or learning styles. Data is consistently gathered in order to support instructional choices. Diagnostic and progress monitoring data is obtained through the i-Ready Program in both Reading and Mathematics. School-created benchmarks are used to assess progress and mastery of the Language and Literature, Mathematics and the Sciences. Rubrics, Frequency Recordings and other tools are also used to progress monitor areas of development such as Independent Functioning and Social Emotional Development,

articulation, expressive and receptive language. And, teacher-created assessments are used to guide instructional decision-making in the other courses.

As implementation of the IB MYP progresses, additional professional development will be provided to MYP teachers in the following areas:

- Student-centered instruction and assessment, based on learning style differences and needs
- Differentiation, particularly in relationship to an inquiry-style student-centered curriculum

### **Franklin Academy Pembroke Pines IB MYP Inclusion Policy is Accessible to the Whole School Community**

The Franklin Academy Pembroke Pines IB MYP Inclusion Policy will be published on the Franklin Academy Pembroke Pines website and communicated to parents and the community at large through parent meetings and conferences.

### **Policy Creation Process**

The Inclusion Policy was developed using publications from the IB “Principles into Practice” and “Guide to Authorization”. The following individuals comprised the Inclusion Policy Committee:

- Diana Acevedo- Student Services Specialist/Rtl Coordinator
- Sonia Aleman- Special Programs Director
- Vivian Bryant- Assistant Principal
- Diacris Cardoso- Assistant Principal
- Elena Diaz-Head of School
- Kathy Ross- IB MYP Coordinator

Staff members were made aware of the policy-making process through regular updates of the meeting agenda during curriculum meetings and bi-weekly MYP meetings. The Educational Excellence Advisory Council (EESAC) was given copies of the policy drafts in order to provide input from parents, students and community members.

### **Policy Communication**

The Inclusion Policy will be shared with all stakeholders through a variety of communication methods. Staff members learn about the Inclusion Policy through regular updates of the meeting agenda during curriculum meetings and bi-weekly MYP meetings. We have an information website that consistently updates parents on all IB aspects as well as provides all IB related documents. In addition, the Inclusion Policy will be highlighted during the IB MYP Parent Information Nights that will be held throughout the academic school year. The Franklin Academy Pembroke Pines IB MYP Inclusion Policy will be posted on the Franklin Academy Pembroke Pines website under the IB tab.

### **Policy Review Process**

The Inclusion Policy Committee has determined that the policy will be reviewed once each year. The review will occur prior to the beginning of the school year. The implementation of the Inclusion Policy in all MYP classrooms at Franklin Academy Pembroke Pines will be reviewed by the MYP leadership team (which consist of the Principal, two Assistant Principals, IB MYP Coordinator, Curriculum Support Team and the Special Programs Coordinator) as part of the teacher observation process (which is also documented on the observation checklist created Franklin Academy Pembroke Pines).

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Franklin Academy is an IB World School for the Middle Years Program. IB World Schools share a common philosophy- a commitment to a high-quality, challenging, and international education- that we believe is important for our students.

For further information about the IB and its programmes visit our website at <http://pp.franklin-academy.org/> under the "For Parents" section and International Baccalaureate tab.