

INCLUSION POLICY



FRANKLIN ACADEMY
SUNRISE CAMPUS

International Baccalaureate Candidate School
2018 - 2019

Philosophy

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

Special Educational Needs (SEN)/Inclusion

Franklin Academy identifies special educational need students as having a recognized, diagnosed special educational need (SEN) and requiring extra support beyond the general curriculum. Some of these special needs include: Specific Learning Disabled, Language Impaired, Other Health Impaired, Autism Spectrum Disorder, Emotionally/Behaviorally Disturbed, and Speech Impaired. We also recognize gifted and talented students as having a special educational need that requires enrichment in order to help the students 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 program. A differentiated instructional design model is implemented at Franklin Academy to accommodate the various types of learners.

Eligibility

Franklin Academy follows the Broward County School District policies and procedures to determine eligibility for special educational needs. If a classroom teacher has a concern about a student's progress in a certain area, he or she will employ interventions intended to improve the student's performance. There are a variety of methods a teacher may choose to accomplish this result. If the student continues to have difficulty, the teacher will meet with other school staff and parents to discuss the child's needs, consider other interventions, and outline a method to carefully monitor the student's progress. The insight and expertise of the various school staff members and parents is brought together in what is called the Collaborative Problem Solving (CPS) Team. Response to Intervention (RtI) is then implemented. RtI is a process that provides interventions and educational support to all students at increasing levels of intensity based on their individual needs. The goal is to prevent problems and intervene early so that students can be successful. RtI is a process designed to help schools focus on interventions that are matched to student needs and monitored on a regular basis. The information gained from the RtI process is used by school personnel and parents to adapt instruction and to make decisions regarding the student's educational program. If the three-tiered RtI interventions produce inconsistent or unsuccessful results, a referral to psychological services is completed by the Special Programs Coordinator to request 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 rationalize 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 time line 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 conclude eligibility.

Individual Education Plan (IEP) is developed based on the findings, along with input from the student, teachers, and/or family.

Supports

Support for students with special educational needs and abilities include pull-out assistance, collaboration, and/or consultation. A certified ESE teacher provides pull-out services in reading, English language arts, and/or math to students who require this service. These students are removed from their general education classroom and placed in a small group setting to work on their individualized goals. They are also provided with strategies to help promote mastery of grade level standards. Collaboration and consultation services are also provided by a certified ESE teacher. These services consist of observations, support facilitation, consultation and/or collaboration with students, teachers, staff, and parents to help support the struggling learners. General education teachers provide differentiated approaches to learning in order to help reach students of all learning styles. ESE teachers and the Special Programs Coordinator support the general education teachers to help them implement effective strategies for students with IEP's.

Assessments

In addition to the district and/or state required standardized assessments, ESE students are given additional forms of assessments in order to identify their current instructional levels and enable teachers to provide the most effective supports for students.

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 supports (pull-out, collaboration, and/or consultation.) Documentation of services received is also provided through the districts web-based platform. All types of documentation are used to generate a student's IEP and identify what 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. A general session addressing the processes and model of Franklin Academy is communicated with the staff. Additional break-out sessions by grade level are presented in order to specifically discuss particular students and their individualized needs with teams of teachers. Students' teachers from the previous school year are also invited to attend to

give some "helpful hints" to the new teachers. 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 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 types.

Special Needs 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 a 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. Funding is not attached to 504 plans.

Gifted and Talented Learners

Students who have been identified as gifted and have a current Education Plan (EP) receive grade level enrichment services in a pull-out model. Each gifted-endorsed student is provided with 150 minutes a week (over 3 sessions) with a certified gifted endorsed teacher in a small group setting. This service allows our gifted population to receive more individualized enrichment in their identified area (math, reading, writing, or research). Our pull-out model also allows us to group gifted students by age, gender, and/or area of giftedness in order to implement tasks to continue to push these students to reach their highest potential. Our gifted-endorsed teacher provides our general education teachers with support in order to help enrich the gifted students in their general education classes. The student is also provided a gifted folder which contains tasks they are working on during their pull-out sessions. These tasks can be worked on in their general education classes when other required tasks have been completed.

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, 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. Staff is 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 supports provided. Annual reviews, interim meetings, and 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 Special needs policy was created by a committee which consisted of the IB Coordinator, two ESE Specialists, our Specials Program Coordinator, a Physical and Health Education teacher a Math teacher, a gifted-endorsed teacher, an Individuals and Societies teacher, an ELL specialist, our Curriculum Specialist the Special Programs Coordinator and our administrative team consisting of our Principal and both Assistant Principals. The ESE Special Needs Policy was developed by publications from the IB "Principles into Practice" and "Guide to Authorization" as well as examples of "ESE Special Needs Policies from IB World Schools and our sister school Franklin Academy Cooper City." The following individuals comprised the ESE Special Needs Policy Committee.

- Coach Fernandez- Physical and Health Education
- Ms. Herrera - ESE Specialist
- Ms. Mauro – ESE Specialist
- Ms. Alegre- IB Coordinator
- Ms. Adler- Curriculum Specialist
- Ms. Nadal Smith – Assistant Principal
- Ms. Smith- Assistant Principal
- Ms. Nelson- Specials Program Coordinator
- Mr. Delgado – Principal

Policy Communication

The ESE Special Needs Policy is shared with all stakeholders through a variety of communication methods. Staff members learn about the Special Needs 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 ESE Special Needs Policy is highlighted during the IB MYP Parent Information Nights that are held throughout the academic school year. Our goal is to translate our ESE Special Needs Policy into Spanish to reach all stakeholders and families.

Policy Review Process

The ESE Special Needs Policy Committee has determined that the policy will be reviewed three times each year. The initial review will occur during the 2nd week of school, the second mid-way through the year in January, and then at the conclusion of the year in early June. The implementation of the ESE Special Needs Policy in all MYP classrooms at FAS will be reviewed by the MYP leadership team (which consists of the Principal, two Assistant Principals, IB Coordinator, Curriculum Support Team and the Special Programs