

We review our IB Policies annually at the beginning of the school year with our IB Committee, Faculty and Staff members. In addition, the policies are shared with our Parent Organization and SAC Committee and published on our school's website. All members are given the opportunity to offer suggested feedback for revisions before final publishing. The most recent version of our Assessment Policy is September 2022.



Inclusion Policy

Freedom 7 Elementary School of International Studies

Vision Statement

How do we ensure an inclusive environment?

Freedom 7 Elementary School of International Studies, an International Baccalaureate Primary Years Programme School, provides a quality public education with a rigorous and relevant transdisciplinary curriculum. Students are encouraged to become critical and open-minded thinkers, lifelong learners and compassionate world citizens who respect cultural diversity and take action to better our world.

Philosophy

What is our belief and philosophy for how all students achieve and learn?

All students:

- are capable learners with unique talents and abilities specific to their learning styles and social-emotional needs.
- deserve equal access to learning through a differentiated approach that supports their unique talents and abilities.
- deserve differentiated instruction utilizing multiple modalities and varied opportunities to demonstrate their knowledge.
- Classes are comprised of students with varying abilities to foster acceptance of diversity among our students.

Purpose

What is our purpose regarding inclusion needs?

Our purpose regarding inclusion:

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- ensures that all students have access to the curriculum at developmentally appropriate levels.
- ensures that all students have opportunities for academic success.
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Eligibility

What is our criteria for eligibility for inclusion programs?

Eligibility of services and levels of support:

Gifted Student Program: Students are recommended by faculty or parents/ guardians. Consent is signed by parent/guardian for a screener to be administered. The parent completes the Gifted Characteristics Checklist, and the teacher completes the Gifted Indicators Checklist. The screener is completed by the Guidance Counselor. If the student meets qualifying criteria for further testing, the Individual Problem-Solving Team (IPST) meets with the parent to review data and request consent for an individual evaluation conducted by the school psychologist. Following the evaluation, the team uses the Brevard Public Schools County Plan Gifted Student Program eligibility criteria to determine eligibility. For students who belong to underrepresented groups of Limited English Proficiency or low Socio-economic Status, the Plan B criteria outlined in the County Plan is considered. Students who are found eligible receive an Education Plan which documents services and goals. The EP is reviewed every three years or sooner to update goals. If a child is also eligible for a disability program, then the gifted service and goals will be included in the Individual Education Plan. The IEP is reviewed annually.

English for Students of Other Languages (ESOL): The Home Language Survey initially identifies possible students to be tested for ESOL services based on survey indicators. Students are either tested at the end of Pre-K or at the beginning of Kindergarten with the Oral IPT. Students entering the school throughout the year will also be assessed as needed. Students are assessed using WIDA once a year to measure growth in language acquisition and are exited from the program as growth measures are met. Students will be reevaluated for ESOL services after 3 years of ESOL instruction and annually thereafter. Students who exit ESOL will be monitored every semester for two years. ESOL plans and paperwork are updated at least annually.

Tier 2 (Academic/Behavior): iReady, the state of Florida standardized assessment, and other diagnostic testing starting in the fall of each school year helps identify the lowest quartile of students in each class and grade level in both English Language Arts and Mathematics. These students are provided interventions and small group instruction with

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classroom teachers daily for a set number of minutes each week. Students are assessed bi-weekly for growth and data points are collected. At the end of a 6-week period, students who have shown adequate growth and are consistently performing on grade level can be exited from the intervention. Tier 2 (behavior)- Students are identified by a teacher to determine specific needs of behavior intervention and support. Teacher then targets one behavior at a time and documents progress using an individualized behavior plan for a minimum of six weeks. Documentation is reviewed and discussed with IPST and a plan is made to assist the student.

Tier 3 (Behavior or Academic): Students who continue to show little to no progress through the documented Tier 2 interventions may need additional services or evaluations. The teacher meets with the Multi-Tier System of Support (MTSS) team and/or IPST to determine one on one or an even smaller group intervention(3 or less) for the student. At this time, students can also be referred for an ESE evaluation to see if they qualify for an IEP upon the consent of parents.

Individualized Education Plan (IEP): A referral for an evaluation for a student with a suspected disability can be made by the IPST team following a lack of progress with MTSS interventions or by the student's parent/ guardian. Speech and/or Language evaluation referrals can be made without interventions being given and after a speech screener has been administered by the Speech & Language Pathologist. After the ESE evaluation is complete, IPST reconvenes with the teacher and parents to review results and discuss eligibility. Eligibility criteria for each Exceptional Student Education program as outlined in the Brevard Public Schools County Plan is used. Students determined eligible for ESE services will have an IEP with specific goals and accommodations to meet the individual needs of the student. These goals can be behavioral or academic in nature, and their intent is to provide the most effective support for the student. IEPs are reviewed annually through a meeting with the ESE provider(s), teacher and parent/guardian. Review can be requested at any time by parent/guardian, ESE provider(s), and teacher as deemed necessary to best support the student.

504 : Students with a documented disability or medical diagnosis may benefit from accommodations and can be referred to a section 504 evaluation by parents or teachers. Teacher, parent, and IPST will meet to discuss the student's needs and the benefit of accommodations specific to the student. Parent signs consent for a student 504 plan. The team will reconvene to review results and discuss eligibility. Students that are eligible by the team may have a plan with accommodations. Plans will be updated every three years

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unless the parent or teacher would like to review the existing 504 plan before the three-year re-evaluation date to add or make changes to the plan. This would involve parent/guardian, teacher, and 504 Case Manager.

Roles and Responsibilities

What are the responsibilities of all school stakeholders?

The School:

It is the school's responsibility to provide support as determined by the eligibility process detailed above. The chart below identifies the stakeholder(s) responsible for administering and maintaining the support plans.

Support	Responsible for Support	Responsible for Support Plan
Individual Education Plan (IEP)	ESE Service Providers and General Education Teachers, Parents, IEP Team	ESE Case manager
504	Teachers, 504 Team	504 Case Manager
Counseling Services	School Counselor	School Counselor
Behavioral Support	Teachers, Parents, School Behavioral Specialist, ESE teacher, Guidance Counselor	Teachers, School Behavioral Specialist, ESE teacher, Guidance Counselor, IPST
School Health Services	School Nurse, Nurse Liaison	School Nurse, Nurse Liaison
School Social Work	Social Worker	Social Worker
Psychological Services	School Psychologist	School Psychologist
Tier 2	Teachers	Grade level team (PLC's), Administration, MTSS

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		Coordinator, Teachers
Tier 3	Teachers, ESE Teacher	Teachers, ESE Teacher, IPST
Gifted/Enrichment	Teachers, GSP Teacher	Teachers, GSP Teacher
English Speakers Of Languages (ESOL)	Teachers, ESOL School Contact	ESOL School Contact
Progress Monitoring Plan (PMP)	Teachers, MTSS Team	Teachers, MTSS Team

The Parent/Guardian:

- Families will collaborate with the school team for home support.
- If families independently seek at home/outside support, school personnel will encourage and facilitate support that is cohesive for the student between home and school.
- Families will provide documentation as needed to assist school personnel in providing support to students.
- Families will communicate with teachers and staff concerning their child's needs to assist the school in setting appropriate accommodations.
- Families will be offered a copy of the Procedural Safeguards for Gifted, IEP and 504 eligibility meetings.

The Student:

- Students will take agency in their own learning by:
 - ❖ seeking assistance from teachers as needed to meet their learning needs and goals.
 - ❖ participating in activities and services that support their individual needs.

Principles

What are our guiding principles?

The following principles will guide us:

- Students will be included in the written, taught, and assessed curriculum.
- The curriculum, instruction, and assessments will be differentiated in order to develop a student's individual potential.

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- A variety of tools and strategies will be used to continuously monitor and differentiate based on student needs.
- Knowledge of varied learning styles and individual student needs will drive classroom instruction, curriculum, and assessment processes.

Policies

What are our essential agreements regarding special education needs?

At Freedom 7, we agree to:

- Identify students with special needs and work as a team to provide the most inclusive environment for all.
- Implement accommodations based on legal documentation (IEP, EP, 504, PMP).
- Provide differentiated instruction and assessments driven by students' varied needs.
- Conduct consistent intervention and progress monitoring through the MTSS process every 4-6 weeks.
- Appropriately communicate with parents regarding student needs and accommodations.

Practice

What are our inclusive practices?

We uphold the following practices:

- Affirming identity and self-esteem through the attributes of the Learner Profile.
- Valuing prior knowledge through reflection, student questions, teacher questions, and pre-assessments.
- Scaffolding instruction and learning through implementation of team-based interventions.
- Differentiating instruction through ongoing assessment.
- Extended learning through before and after-school programs and computer-based instruction at home.

Professional Development

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What is our responsibility for professional development on inclusion needs?

- Participate in relevant professional development as needed.
- Share professional development practices with colleagues through collaborative PLC's and faculty meetings.
- The school will provide personal, social, and physical education professional development for all teachers.