

Janie Howard Wilson Elementary School Inclusion Policy

Purpose

Janie Howard Wilson Elementary School is an International Baccalaureate World School serving students from Pre-K to 5th Grade in Polk County, Florida.

Mission Statement

Our mission is to provide a safe and caring environment, where all students can be prepared academically and socially for our future society. Providing excellence in education through a rigorous curriculum, international awareness, and lifelong learning skills, to develop future leaders with a passion to serve and create a more peaceful world. Learning for all, whatever it takes.

Practices and Procedures

Students at Janie Howard Wilson Elementary School are from different backgrounds and cultures and have varying interests. Practices and procedures have been developed to remove barriers which enable every student to develop, pursue and achieve challenging personal learning goals. Teachers utilize a variety of student-specific resources and learning tools, such as technology and flexible seating, to provide an equitable learning experience. We create optimal learning environments that embrace diversity and incorporate real-world approaches that allow opportunities to welcome our diverse population.

Removing Barriers and Ensuring Success

***Differentiation**

Differentiation is the practice of providing for the diverse needs of a classroom by adapting the content, process and product of the curriculum through instruction, inquiry, materials, student projects, and assessments to meet the learning needs of all students. All learners receive instruction that enables them to succeed within their approaches to learning, abilities, and interests. Teachers use student data, formative assessments, and a gradual release approach during instruction to determine each student's strengths and weaknesses. Teachers adjust their instruction to maximize the learning of all students. Grade Levels reflect on lessons and on plans regularly and make adjustments as needed to support student learning. Students are offered differentiated instruction through the use of the following research-based strategies: effective classroom management procedures, flexible grouping students for instruction (especially students with significant learning problems), assessing readiness and teaching to the student's zone of proximal development. Students are offered differentiated instruction using

the following strategies, which include but are not limited to: tiered lessons, leveled readers, a variety of manipulatives, additional practice and enrichment activities throughout the day. We work collaboratively to provide materials, resources, and support for each student's unit of inquiry.

***Section 504**

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education. The 504 Plan is developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations and support needed that will ensure their academic success and access to the learning environment.

The Section 504 Team is made up of parents, the general education teacher, the ESE teacher, Local Education Agency (LEA) representative or 504 designee. This team will meet if an issue or concern has been raised about a student's unique need for special help in the general education classroom. At the meeting, the team will consider whether the student has a disability that substantially limits a major life activity and will discuss all relevant information about the student to further understand how the student's disability is affecting his performance in the classroom. If the team needs more information, they will request the parent's consent to evaluate the student. If the team determines that the student does have a disability, they will then identify what types of support, or accommodations, are appropriate to meet the student's needs. Not all students who are eligible under Section 504 need a support plan.

Our LEA manages the Section 504 plans, and provides copies of the individual student plans to the teacher at the beginning of each school year. The LEA oversees the teachers and provides guidance with the implementation process of the accommodations and supports. The LEA and Assistant Principal work closely together to ensure that each students' accommodations are implemented throughout the school year. A yearly meeting is held with the LEA, parent and teacher to discuss and revise plans as necessary. We utilize these plans to follow our mission and vision, to ensure every student's success in the classroom environment.

***English Language Learners (ELL)**

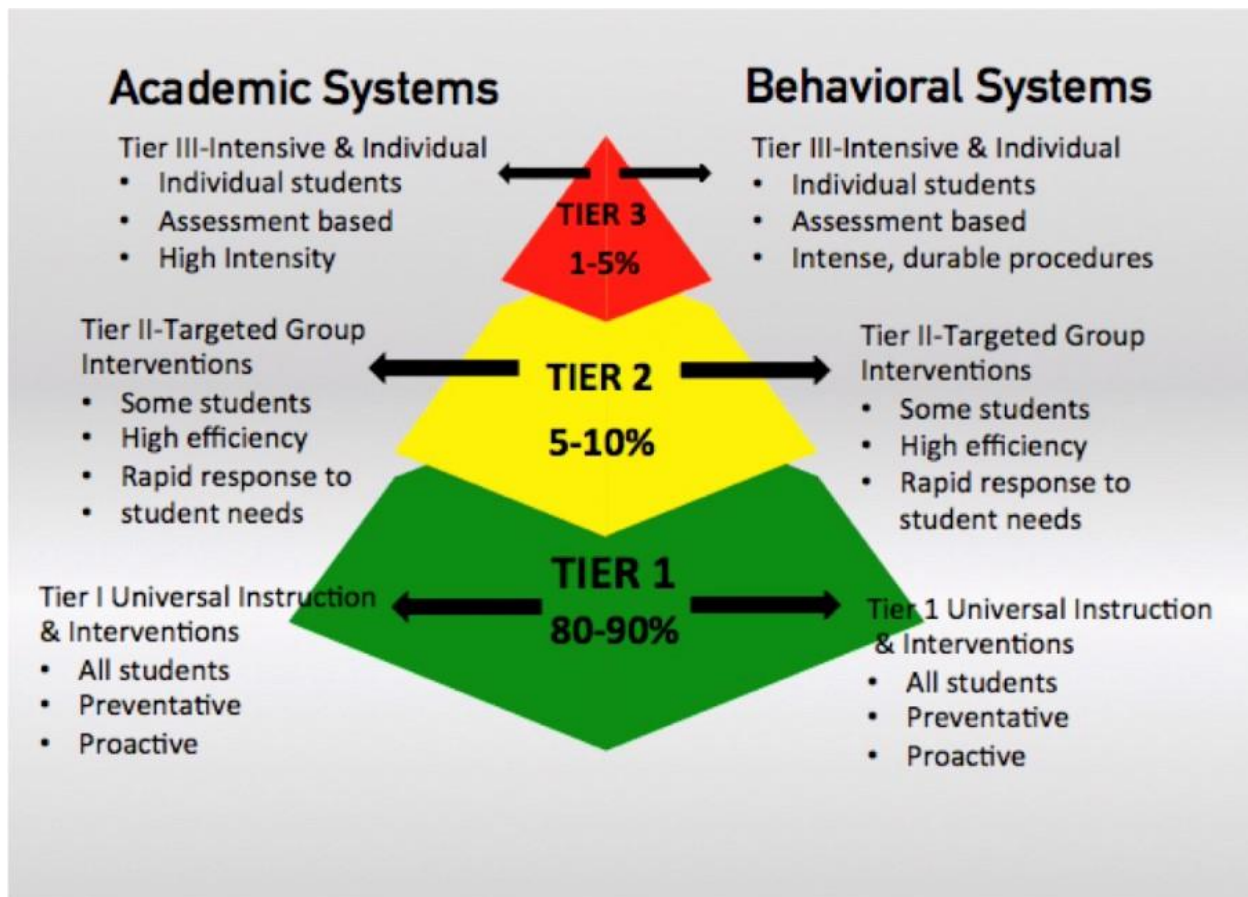
ELL students at Janie Howard Wilson Elementary School receive daily English language instruction from their general education teacher. All teachers infuse ELL strategies in their classroom instruction. Additionally, each ELL student receives support weekly from an ELL

teacher or an ELL paraprofessional in the general education classroom. Janie Howard Wilson Elementary School provides all Spanish instruction on a seven day rotation to all students.

The LEA and Assistant Principal are the liaison assisting in communication between the school, teachers, students, and parents. They collaborate in gathering student materials for screening, assessment, and in progress monitoring to determine academic placement or additional accommodations. The LEA manages the yearly testing of the ELL students until the student tests out of the program. Janie Howard Wilson Elementary School's goal is to meet the academic, social and cultural needs of all students.

***Multi-Tiered System of Support (MTSS)**

Based on the Florida Department of Education Technical Assistance Paper, DPS: 2015-151 Date: November 20, 2015, "MTSS is an evidence-based framework to ensure successful educational outcomes for ALL students by using a data-based problem-solving process to provide and evaluate the effectiveness of multiple tiers of integrated academic, behavioral and social emotional instruction and intervention supports matched to student need in alignment with educational standards. Although often used interchangeably, in Florida MTSS replaces "the response to intervention (RtI) framework" for data-based problem solving. Within an MTSS, student RtI data are used to monitor the effectiveness of interventions."



Implementation of the MTSS model at Janie Howard Wilson Elementary School is overseen by the Assistant Principal. Monthly meetings are held with an ESE teacher, academic coaches, administration and general education teachers. At these meetings, data is analyzed to identify students in need of intervention, develop intervention plans, assess the effectiveness of plans already in place, and to make adjustments as needed. The steps that are described below are followed to meet each individual student's needs and determine the level of academic support needed.

From the Florida Department of Education Technical Assistance Paper - What is data-based problem solving?, DPS: 2015-151 Date: November 20, 2015

"Data-based problem solving is an ongoing, systematic process of analyzing and evaluating information to guide educational decisions and actions. The problem-solving approach contributes to effective student outcomes by accurately identifying the problem, analyzing relevant data to understand why the problem is occurring, designing and implementing interventions, and measuring the effectiveness of the interventions that are implemented. School-based teams engage in problem solving to inform instructional decisions and develop intervention supports. Data-based problem solving involves the following steps:

- Define the problem and establish a goal by determining the discrepancy between what is expected and what is occurring. Ask, “What’s the problem?”
- Analyze the problem to determine why the discrepancy is occurring.
- Ask, “Why is there a discrepancy between the current level of performance and the desired level of performance?”
- Develop an intervention plan to achieve the goal, describe how student progress will be monitored and identify how integrity of implementation will be ensured. Ask, “What are we going to do about it?”
- Monitor student response to the intervention in order to evaluate the effectiveness of the intervention. Ask, “Is it working?” If not, how will the intervention plan be adjusted to better support the student’s progress?”

Our school-based team collaborates to identify criteria and procedures for identifying students in Tier 2 and Tier 3 interventions and supports. Teachers deliver and document targeted intervention to students at the tier 2 and tier 3 level. They provide progress monitoring to track the student’s success. Each month a letter is provided to the parents of the students in these groups to update them on the student’s progress. As a team, parents, teachers, academic coaches, support staff and administration work to problem solve specific interventions for groups of students or individuals.

Tier 2 Academic Intervention

Students identified in the tier 2 intervention group receive targeted group intervention based on their need. This population of students consists of about 15% of the student population of each class. These students earn a percentile rank of 25 to 39 on district progress monitoring assessments and were identified as being one grade level below on the school’s computer based learning program. Students are entered into tier 2 first. If more intervention is required, then the student is moved into tier 3.

Tier 3 Academic Intervention

Students targeted for tier 3 level of intervention receive intensive, individualized intervention. These students are identified from earning a percentile rank of 24 or below on district progress monitoring assessments and were identified as being two or more grade levels below on the school’s computer based learning program. These students must first be in tier 2 and show a greater need of support than is offered in tier 2.

Tier 2 Behavior Intervention

Tier 3 Behavior Intervention

***Exceptional Student Education (ESE)**

From the Florida Department of Education, What is Exceptional Student Education for Children with Disabilities? <https://www.fldoe.org/core/fileparse.php/7674/urlt/0064541-ese2011.pdf>,

“In Florida, children with disabilities who need specially designed instruction and related services are called exceptional students. The special help they are given at school is called exceptional student education (ESE). The purpose of ESE is to help each child with a disability progress in school and prepare for life after school. ESE services include specially designed instruction to meet the unique needs of the child. ESE services may also include technology devices, therapy, special transportation, or other supports. There is no charge for ESE services. A team of people makes decisions about the child’s needs and ESE services. The child’s parents are part of this team. This process is based on the requirements of the Individuals with Disabilities Education Act (IDEA).”

***Gifted Education**

*** Equity Statement +**