



Johnson K-8 School of International Studies
Inclusion Policy
2023-2024



Inclusion Philosophy Statement

It is our belief and philosophy that all students can learn and achieve. We believe that all students have unique and varied differences in regard to abilities, learning styles, and social/emotional needs. We value diversity within the classroom and feel that it adequately prepares students for life outside of school. Our goal is to provide equal access to curriculum for all students regardless of abilities and needs.

Mission Statement

The mission of Louise R. Johnson K-8 School of International Studies is to inspire students to achieve academic excellence, embrace global diversity, and become lifelong learners.

Introduction & Purpose

The purpose of this document is to communicate the expectations for creating and maintaining an appropriately differentiated and inclusive programme. This document also explains the responsibility of all stake holders.

Program Philosophy

It is our belief and philosophy that all students can learn and achieve. We believe that all students have unique and varied differences in regard to abilities, learning styles, and social/emotional needs. We value diversity and promote inclusivity within the classroom and feel that it adequately prepares students for life outside of school. Our goal is to provide equal access to curriculum for all students regardless of abilities and needs.

Eligibility

For the programs below, we have listed all the requirements for eligibility of services.

- Gifted- Nomination by staff or parent, Consent signed by parent/guardian, Questionnaire completed by teacher, Screener completed by gifted coordinator (Counselor or Gifted Teacher), if qualified in the preliminary documentation, the school psychologist will administer a full-scale IQ test. If students score above a 130 IQ they qualify. If they are ESOL or low SES they qualify with a 122. EPs for Gifted or gifted goals on an IEP are reviewed every three years to set goals and make changes unless needed sooner.
- ESOL- Language survey initially identifies possible students to be tested for ESOL services based on home language. Students are either tested at the end of PK or in the beginning of kindergarten with the Oral IPT. Students entering throughout the year will also be assessed as needed. Students are assessed using WIDA once year to measure growth in language acquisition and are exited from the program as necessary. Students will be reevaluated for ESOL services after 3 years of ESOL instruction and annually thereafter. Students that exit ESOL will be monitored every semester for 2 years. ESOL plans and paperwork are updated at least annually.
- Tier 2 (Academic)- All students that score a level 1 or level 2 on the Florida FAST PM3 ELA Reading and/or the Florida FAST Mathematics tests are enrolled in a yearlong Intensive Reading and/or Intensive Math class for the following school year. Students enrolled in an intensive reading course use the Lexia reading program which is an adaptive reading computer program. Students enrolled in an Intensive math course use Dreambox which is also an adaptive computer program. Both computer programs continue to challenge students at their individual levels and provide instruction based on student's needs. Intensive math courses also use the Acaletics program. This program gives students



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a monthly grade level standards-based test and the student goal is to score 10% higher than the previous month’s score. The teacher uses the data from the monthly grade level test to identify weak grade level standards and then instruction is focused on the weak standards during the month. Growth is then measured on those retaught standards when students take the standards-based test the following month.

- Tier 2 (behavior)-Students with continuous difficulty with expected classroom behavior are identified and documented by the teacher in the school’s Behavior Tracker. Teachers document interventions they have already tried in the classroom and contact they made with parents/guardian of student. The Student Support Specialist conferences with the student and student’s parent/guardian to discuss classroom behavior and strategies to minimize and/or eliminate the behavior. If student behavior does not improve the student is referred to the school’s IST team.
- Tier 3 (behavior or academic)- Students who continue to show little to no progress through the Tier 2 interventions, are continually documented and teacher meets with the IST to determine one on one (or one on two) interventions for the classroom. At this time, students can also be referred for ESE evaluation to see if they qualify for an IEP after parent sign consent.
- IEP- After the ESE evaluation is complete, IST reconvenes with the teacher and parents to review results and discuss eligibility. Students determined eligible for ESE services will have an IEP with specific goals and accommodations to meet the individual needs of the student. These can be behavior, or academic as needed by the student. IEPs are reviewed annually through a meeting with the ESE provider(s), teacher, parents, and LEA.
- 504- Students with a documented disability or medical diagnosis may be referred for section 504 evaluation by parents or teachers. Teacher, parent, and school counselor will meet to discuss concerns. Section 504 evaluation will begin after parent signs consent. Students determined eligible may have a plan with accommodations. Plans will be updated yearly with parents, teacher, and 504 Case Manager.

Roles & Responsibilities of Stakeholders

The School:

We will provide services as determined by the eligibility process stated above. The chart below identifies who is responsible for administering support and for maintaining the plans.

Type of Support	Person(s) administering support	Person responsible for plan
IEP	ESE Service Providers and classroom teachers, IEP Team	ESE Case manager
504	Classroom teachers, Counselor	Counselor
Counseling Services	School Counselor	School Counselor
Behavior Support	SSS	SSS
School Health Services	School Nurse	School Nurse
Social Work Services	Social Worker	Social Worker
Psychological Services	School Psychologist	School Psychologist
Tier 2	Classroom teachers	Counselor, Administration, MTSS Coordinator
Tier 3	Classroom teacher	IST and classroom teacher
Gifted/Enrichment	Classroom teacher, gifted coordinator	Gifted Coordinator
ESOL	Classroom teachers, ESOL paras	ESOL resource teacher, ESOL paras



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The Parent/Guardian:

- Families will make requests of services as they see need at home.
- Families will provide documentation as needed for IST.
- 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 at Gifted, IEP and 504 meetings.

The Student:

- Student will seek assistance from teachers as needed to meet their learning needs.
- Student will participate in activities and services as determined by the responsible parties depending on the needs of the student.

Differentiation

Because all students are different learners there is a need for differentiation within the classroom instruction. Differentiation is an ongoing process which allows the teacher to plan, teach and assess all students regardless of ability or needs. As students demonstrate success, differentiation is modified so that the students can get the most out of their classroom instruction.

Inclusion

All students who receive services for special educational needs are within the general education classroom. Each classroom has a variety of student need which is met through support staff pushing in as well as differentiation of instruction.

Assessment

Assessment shapes the instruction in our classrooms. It allows students to demonstrate growth and reflect on their outcomes. It allows students to determine needs for instruction and to guide future lessons.

****We will reflect on our inclusion policy to make revisions on an annual basis to represent our new learning.***