

Macfarlane Park Elementary Magnet School Inclusion Policy

IB Definition of Inclusion:

“Inclusion is an organizational paradigm that involves change. It is a continual process of increasing learning and participation for all students. It addresses learning support requirements and questions the broader objectives of education, the nature of pedagogy, curriculum and assessment. It is an educational approach to which all schools should aspire. Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community.” (Learning Diversity and Inclusion in IB Programs, Updated May 2020.© International Baccalaureate Organization)

International Baccalaureate Programme Standards Related to Inclusion and Diversity:

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)

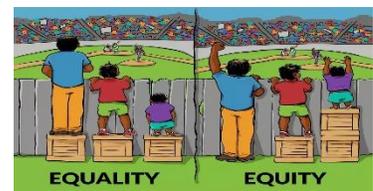
Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

Philosophy and Vision:

Our school community promotes an environment which welcomes and embraces diversity of cultures and perspectives. In valuing the diversity of learners, cultures and perspectives to enhance learning, we promote a successful teaching and learning environment for our school community. Teachers broaden classroom learning where each student's differences are seen as resources of opportunities for enriched learning.

The Macfarlane Park Elementary Magnet inclusion philosophy is created and reviewed annually with all stakeholders considered. Relevant data from all stakeholders is collected through informal/formal discussions, creative planning sessions, and surveys. The resulting philosophy was created as a collaborative effort of the stakeholders involved, aligns to our mission and vision, and is as follows:

- Learners vary by background, learning style, level of prior knowledge, ability, home situation, interest, language, gender, race, and culture.
- There is no single educational setting, resource, or program that is a good fit for all students.
- Equality can be defined as giving all students the same level of support, regardless of their circumstances, while equity refers to giving each student the support they need based on their circumstances.
- Every teacher at our school has the responsibility for being a teacher to all students at our school.
- Every student at our school has the right to an authentic IB education.
- Diversity is a valued resource that is to be recognized and celebrated.
- Students have a right to voice their needs and concerns regarding their education and have a responsibility to participate in identifying the educational strategies and resources that will make them most successful.



Legal Requirements Regarding Inclusion

Macfarlane Park's Magnet Program promotes diversity and maintains the unitary status of Hillsborough County Public Schools (HCPS). Unitary Status implies “no evidence of existing racial isolation, providing for a strong forward movement toward elimination of any resulting achievement gap.” Through the use of a weighted lottery system and continual strategic marketing, students across the district are able to choose our IB program. MacFarlane Park's enrollment very closely mirrors the diversity in our school district. Additionally, 42% of Macfarlane students are eligible for free or reduced-price lunch.

Individuals With Disabilities Education Act

The Individuals with Disabilities Education Act (IDEA) is a federal law that makes available a free appropriate public education to eligible children with disabilities throughout the United States and ensures special education and related services to those children. In accordance with the IDEA, Macfarlane Park Elementary offers special education and related service programming for students with disabilities. Macfarlane Park currently has a full-time special education teacher on staff who services our students with disabilities via a co-teach model in the general education classroom. In addition, several of our teachers are certified teachers of Exceptional Education.

Programming Beyond the Regular Classroom for Gifted Students

In 2002, the State of Florida implemented a rule to incorporate the revisions required for programs for students with disabilities (by amendments to the Individuals with Disabilities Act - IDEA) to include students who are identified as gifted. Macfarlane Park Elementary offers gifted services to children in grades K-5 who are identified as gifted. Our school currently has 3 full-time gifted education teachers on staff who service our gifted students via a co-teach model in the general education classroom. In addition, a number of our teachers are certified teachers of Gifted Education.

Equal Access to Appropriate Instruction for English Language Learners. Florida Administrative Code 6A-6.0904

(1) Each English Language Learner shall be enrolled in programming appropriate for his or her level of English proficiency and academic potential. Appropriate programming includes enrollment in programs other than ESOL funded programs as provided in Rule 6A-6.0908, F.A.C. Such programs shall seek to develop each student's English language proficiency and academic potential.

(a) English Language Learners shall have equal access to appropriate programs which shall include state funded English for Speakers of Other Languages (ESOL) instruction and instruction in basic subject areas which are understandable to English Language Learners and equal and comparable in amount, scope, sequence and quality to that provided to English proficient students. Instructional services shall be documented in the form of an English Language Learner Student Plan.

(b) English Language Learners with special needs and in need of additional services shall be provided equal and comparable services to those provided to English proficient students on a timely basis and appropriate to their level of English proficiency.

Compliance with Legal Requirements Regarding Inclusion:

Multi-Tiered Systems of Support (MTSS)

All students in the state of Florida are monitored by a Multi-Tiered Systems of Support (MTSS) through a Response to Intervention (RTI) model. All students are on this continuum with Tier 1 being Core Curriculum Instruction.

Tier 1	Core Curriculum for ALL students
Tier 2	Support with Interventions which are research-based and delivered through small groups several times each week.
Tier 3	All of the above, plus an increase in the duration or intensity of interventions; many times one-on-one and daily (may be considered for remediation support through Exceptional Student Education (ESE))

Exceptional Student Education Classifications

The following exceptional student educational classifications can be supported by the co-teach model of support provided at our Macfarlane Park Elementary.

- ADD/ADHD – Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder
- ASD – Autism Spectrum Disorders, including Autism, Asperger's Syndrome, and Pervasive Development Disorders
- D/HH – Deaf/Hard of Hearing
- LI – Language Impairments
- OHI – Other Health Impairment
- OI – Orthopedically Impaired
- SI – Speech Impairments
- SLD – Specific Learning Disability
- SLP – Speech and Language Pathologist
- VE – Varying Exceptionalities
- VI – Visual Impairment

Student Accommodation Plans

504 Plan – refers to Section 504 of the *US Rehabilitation Act* and the *Americans with Disabilities Act*, which specifies that no one with a disability can be excluded from federally-funded activities or programs, including educational opportunities. The plan covers accommodations or services the school can offer to help remove barriers so the child can continue going to school. Examples of accommodations include a health plan from the school nurse, modified textbooks, an adjusted class schedule, ramps or elevators, and more.

Individualized Educational Plan (IEP)- An Individualized Education Plan (or Program) is a plan or program developed to ensure that a child with an identified disability who is attending an elementary or secondary educational institution receives specialized instruction and related services. The IEP is developed and reviewed/ revised by a team of individuals from various educational disciplines including the child with a disability, family members, special educators, the classroom teacher, and/or designated advocates.

Educational Plan (EP)- Educational Plans are developed for students whose only identified exceptionality is gifted. The plan addresses strategies and resources needed to address the student's learning strengths. For a student identified as gifted and who is also identified as a student with a disability, the strengths, needs and services associated with a student's giftedness must be addressed in the student's individual educational plan (IEP). Parents are partners with schools and school district personnel in developing, reviewing, and revising the EP for their child.

Accommodations for English Language Learners (ELL)- In addition to a part-time ELL teacher on staff, all teachers have ELL endorsements on their teaching certificates. ELL students are provided accommodations both in the classroom and during state testing such as access to home language dictionaries, oral presentation when appropriate, and small group settings.

Removing Barriers to Learning

Culture and Policies: Our comprehensive marketing policy attracts minority students from a broad geographic area, as well as students from many different cultures and backgrounds. As part of our commitment to achieving an integrated enrollment, our marketing efforts target minorities and diverse ethnic groups by attending cultural events in which families and students participate. One example is the annual India Festival that takes place at the State fairgrounds each year. We also participate in the Hillsborough County Hispanic Heritage Festival. Marketing data is reviewed each year to ensure the diversity in our student populations mirrors that of the district and to evaluate the number of lottery applications we receive from each subgroup. Students enjoy mentorships from staff members and reading and science buddies across grade levels.

Our most powerful marketing tool to bolster diversity is the word of mouth of our families. In fostering a culture of inclusion and community, we host a multitude of events throughout the year to which students are encouraged to bring friends. Some of these events include our Diwali Celebration and Hispanic Heritage Celebration. When our diverse parent population shares with other parents how much they enjoy our school and invite them to one of our events, we are able to make connections with families who may not be inclined to visit an official district or school marketing event. By inviting the community to our many school events, which often focus on celebrating diversity, a message is sent that diverse students are a treasure at our school.

Interactions Within the School Community: The development of the IB Learner Profile Traits through recognition programs, integration into the curriculum, and student reflection activities teaches students to be open-minded and curious about our students who speak a total of 19 languages other than English. Multilingual students are encouraged to share cultural perspectives relating to our IB units and curriculum. Parents are often involved in projects introducing students to other languages and sharing experiences from places abroad. Students from different cultures and backgrounds are encouraged to share their unique perspectives on topics being studied with the class. Families are frequently invited to share cultural traditions, perspectives and history with our students. Students who speak different languages feel free to label key classroom items in their native tongue in order to share their language with classmates.

Our school's website includes a built-in translation feature. This and our Twitter and Facebook pages have had an immense impact in recruiting students from all backgrounds. Our diverse group of parents on the School Advisory Committee (SAC) assist us with ideas for marketing and recruitment each year. Our media center hosts a section of mother tongue books for students to check out.

Approaches to Teaching and Learning: Having all teachers trained in addressing the needs of diverse populations and being certified in teaching English Language Learners, allows teachers the expertise to incorporate student diversity into instruction by using materials, authentic resources, and artifacts that highlight human commonality and include perspectives of diverse groups. Accommodations for students with diverse learning needs are addressed through individual educational plans that are created by a collaborative team of teachers, parents, students, and learning specialists. Each one of our IB Units of Inquiry includes looking at the academic concepts from a global perspective to see how people from different backgrounds view the topic. One way this is achieved is through partnerships with sister schools in other countries.

School Organization and Resources: In weekly Professional Learning Community (PLC) meetings, teachers share resources to make connections between subject matter and students' lives honoring each student's culture and life experience. Authentic cultural resources are often shared by our families with the students in order to help students make real-world connections. Flexible group activities are organized to take advantage of the diverse talents and interests of students. Our co-teach model of support services for ESE, Gifted, and ELL students encourages special education teachers to plan and collaborate with classroom teachers to reflect and respond to divergent approaches, as they assist students in becoming lifelong learners in a multicultural and globally competitive world.

Physical Building: Being a school with a relatively small physical footprint, all of our spaces, indoors and out, are considered to be flexible learning spaces. Our science lab, computer lab, multi-purpose room, reading garden, peace garden, cafeteria, covered courts, and playground are accessible to all students. Each of these spaces are used for a variety of activities, events, and learning experiences throughout the year.

Rights and Responsibilities of Each Member of the School Community:

It is the responsibility of all stakeholders at Macfarlane Park Elementary to support diversity and inclusion in our school, and to facilitate the development of the IB Learner Profile Traits within our school. In addition, our school has also set targeted expectations for specific groups within the school community.

Leadership Team

- Plan marketing events that target families from all backgrounds to apply for the magnet lottery
- Oversee the MTSS process and IEP/EP review meetings as needed
- Ensure all staff are properly trained in identifying and delivering specialized instruction to diverse populations
- Ensure students receive appropriate accommodations during instruction and assessment
- Monitor MTSS process by facilitating Child Study Team meetings to review progress of struggling students

Program Coordinator

- Facilitate all marketing events attract a lottery applicant pool that includes students from diverse backgrounds
- Oversee planning of IB units of inquiry to ensure learning experiences are differentiated and include student agency to accommodate students with differing abilities, from backgrounds, and interests
- Maintain student language profiles database and coordinate translanguaging activities with teachers

Teaching and Non-Teaching Staff

- Provide accommodations during instruction and assessments that address the needs of diverse populations
- Assist in the development and revising/reviewing of Individual Education Plans and Educational Plans (Both Exceptional Education teachers and General Education teachers)
- Keep accurate records regarding strategies being used and progress monitoring data relevant to struggling students identified through the MTSS process
- Offer opportunities for student agency in the classroom to accommodate varying student needs

Parents

- Attend IEP, 504, and EP meetings to aid in developing, revising and reviewing student accommodation plans
- Advocate for their student regarding specific needs and resources that foster equity

Business Partners

- Share expertise and knowledge regarding different cultures, backgrounds, and interests with students to demonstrate the importance of diversity in the workplace