



Franklin High School
International Baccalaureate Program
4600 E. Fremont St
Stockton, California 95215
(209) 933-7435 Fax (209) 464-4708



Franklin High School IB Program

Inclusion Policy

Philosophy of Inclusion

Franklin High School (FHS) strives to provide a challenging yet supportive educational environment for all students. We are committed to ensuring that all students have access to the knowledge, skills that will build the confidence to succeed in all areas of their lives. Additionally, all students are provided with learning opportunities and experiences and support systems that are required to be successful.

In accordance with state guidelines and local guidelines of inclusion, FHS follows and adheres to such guidelines of students qualifying for special education services for all academic programs. All students are given the opportunity to participate in the IB Middle Years and the Diploma Programs to the extent allowed by their abilities. Tailoring our curriculum and teaching to meet the individual needs of our students is essential. An Individualized Education Plan (IEP) is developed for each student who qualifies for special education services. Students and staff also use tools to assist in their efforts. Such tools include:

- The belief all students can learn and have a right to a holistic and inclusive education in a caring and stimulating environment.
- Placing great emphasis on the responsibilities of our entire school community to be aware of and provide for students with special educational needs.
- The belief that all students will participate in their learning to the best of their ability.
- The belief that a student's education is a partnership between the student, the parent(s)/guardian(s), and the school.

Inclusion at Franklin High School (FHS) means an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. It is the means to address learning by creating support requirements that will lead to the success of all students. 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, (2016)). An inclusive learning environment is friendly, welcoming and protective for all students.

Inclusion at FHS is also teaching, developing, and practicing the International Baccalaureate (IB) Learner Profile traits. The Learner Profiles characteristics are: Principled - Inquirer -



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Communicator - Open-Minded - Risk-Takers - Balanced - Reflective
- Thinker - Knowledgeable - Caring.

Purposes of the Inclusion Policy

Franklin High School created this policy in order to:

- identify students with learning differences
- ensure that all student's needs are met
- ensure that all students are able to participate in appropriate school activities
- identify and reduce barriers to learning
- ensure access to the curriculum
- implement protocols that ensure the best possible progress for all students
- implement protocols of communication that are accessible to all stakeholders
- ensure students are actively involved in their own education (IEP and 504 development, schedule adjustments and input, advocate for course offerings and activities)

Definitions

Learning Differences at Franklin High School include but are not limited to:

- mild to moderate learning abilities
- social, emotional and behavioral differences
- medical conditions
- speech differences
- mild to moderate visual/aural impairments
- high ability



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Resource Students in the Resource program spend up to 60% of their day in a Special Education setting or in general education classes co-taught by Special Education Resource Teachers.

Special Day Programs Students spend 100% of their day in a Special Education classroom. This is due to the severity of their physical and learning challenges. At FHS, we house two full time classes dedicated to these students. These programs have program-specific teachers and courses that support students' specific learning differences and abilities.

Mild to moderate learning differences are defined as those differences that can be supported within the learning support structures at FHS. These students attend all classes but with some support from other support structures. (See below)

Admissions to the FHS IB Program

FHS admits students with learning differences as defined above. Admissions decisions are based upon review of the student admissions documents, including the FHS admissions forms, an IEP or corresponding documentation, all psycho-educational assessments and other related documents. FHS admissions decisions for students with learning differences are made in consultation with the MYP and DP Coordinators, the Counselors, two to three IB teachers. An on-going review of student progress guides a student's continued participation and registration in the IB program. Continued participation is determined by teacher recommendations, parent and student meetings with counselors and coordinators. Final decisions are not only dependent upon the review of the student's progress but the school's ability to meet the student's needs.

Admission for special cases can and do arise from time to time. This may mean that the Special Education Department may identify students that could benefit from one or two IB classes that they either excel in or really want to participate in (music, art, etc.). In these cases, students are granted access and are allowed to participate to the level that their ability allows.

Identification Procedures

Identification of a student with learning differences can occur at any age or stage of development. Most of our students have already been identified when they apply to the FHS IB Program. Nonetheless, when a classroom teacher observes that a student may need additional support, there is a process for referral. This includes parental consent, pre-screening, the development of interventions, the recommendation for a psycho-educational assessment, as appropriate.



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Developing Support Plans and Support Systems

Individual Education Plan (IEP) - When a learning difference is identified, an IEP or 504 is created. The IEP is based upon the recommendations of the classroom teachers and a psycho-educational assessment, and the development of student goals. The IEP will be developed by the Learning Support personnel and the student, when appropriate within three months of the receipt of the psycho-educational evaluation or otherwise determined method of identification. A draft of the IEP is then approved by the parents and signed at a formal IEP meeting. Review of the IEP occurs yearly.

Learning support teams offer ongoing assistance to identified students through the following means:

- Student Study Team meetings occur on a regular basis to evaluate student needs.
- Learning support personnel are available to offer consultative services to the regular classroom teacher.
- Periodic transition meetings with teachers support students through major academic transitions.
- Additional support services (see below)

Services offered to FHS Students

Students with documented learning differences will be provided with, after consultation with the Learning Support teacher/Case manager any or all of the following support options:

- In-class support through accommodations by the regular classroom teacher
- In-class support by the learning support teacher/case manager and pullout support (FHS Learning Center support - see below)
- Regular classes with pullout support
- Tutoring before and after school

Additional Support Services

Additional learning differences support systems at FHS include the provision of accommodations through formal and non-formal methods, both schoolwide and through the IB. Through formalized methods IEPs and 504s dictate and guide modifications to the



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instructional program and determined interventions to enable students to reach their potential.

Students receive in-class and specialized support for skill development and curriculum requirements. FHS also has a counseling center consisting of 9 counselors who support students with academic concerns and planning. Complementing academic counseling service is the FHS Career Center that assists students in transitioning them to enter college or the workforce.

In addition, FHS has a Wellness Center to support all students and their families when in distress such as anxiety, stress reduction, suicide prevention, substance abuse cessation referrals and so on. FHS also provides information and refers parents to other professionals outside of school that may help support the development of the student.

Roles and Responsibilities

Developing a successful learning support system requires a high level of collaboration and communication between the subject area teacher, the learning support teacher/case managers, coordinators, parents and administration. Collaboration is central to the implementation and review of the IEP and support plans system.

Role of the School

- FHS will provide training for staff and faculty to successfully implement and support learning differences
- FHS will inform faculty and staff of the needs of students identified as having learning differences
- Respect the confidential rights of the student and family
- Ensure that accommodations are met when available
- Review student progress to inform decisions regarding continued enrolment.
- Inform and include student and family in providing and accessing support

Support teacher/case manager responsibilities include:

- Review and store documentation from parents/psychologist for internal implementation.
- Obtain permission from parents for the release of learning differences



documentation to the IB.

- Communicate IEP to teachers via appropriate venues.
- Assists students & teachers with implementation of accommodations and modifications.

Classroom teachers responsibility include:

- Bringing concerns to the attention of the learning support teacher/case manager responsible.
- Offering insights to the learning support teacher/case manager in the development of an IEP
- Assisting with the identification of appropriate accommodations
- Implementing accommodations in the IEP
- Work with the support teachers/case managers to monitor student's progress towards achieving the goals specified in the IEP
- Differentiating the curriculum to meet the needs of all identified students within their class
- Participating in a review of the progress
- Consulting with parents to outline the support that has been practiced at school and the progress made.

Role of the Parents

Parents have a unique perspective of their child and their child's needs. As such, parents have much to contribute to their child's learning plan and should be included in the process. Parent involvement and participation will improve both the formal and informal support plans or IEPs.

- Providing opportunities for parents and children to participate together in developing language and numeracy as well as behavioral and cognitive needs.
- Using proactive, timely and supportive means to communicate issues of concern.
- Supporting the learning targets and actions to be taken by the school to meet those



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targets.

- Discussing their child's progress with the learning support teacher/case manager.

Role of Students

The involvement of students in the development, implementation and evaluation of the IEP is an effective way to develop self-management and independence as well as learning self-advocacy skills. Therefore students should:

- Contribute to the development of the IEP.
- Be aware of their learning goals.
- Actively strive to improve based upon these goals.
- Understand the accommodations and self-advocate for these when appropriate.
- Reflect on their progress in meetings with the parents.

Role of Administration

- Collaborate with the learning support teachers on the admissions decisions of students who may need learning support.
- Acquire, and share with the appropriate teachers, any student records from previous schools and any medical references of the students in need.
- Provide information to parents about the school's procedure and policy for students with special needs.

Role of IB DP Coordinator

- Communicate documentation of learning differences to IBIS for DP and course students in grade 11 and 12.
- Communicate the approved Inclusive Access Arrangements (IAA) to parents/student/Student Support Services/Ed-psychologist.
- Ensure IAA are implemented for IBDP exams & mock exams.
- Be a part of the support plan process.
- Provide other support as needed to the staff and the students.



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Role of the IB MYP Coordinator

- Communicate documentation of learning differences to IBIS for MYP students in grades 6-10.
- Communicate the approved IAA to parents/student/Student Support Services/Ed-psychologist.
- Ensure IAA are implemented for IBMYP assessments.
- Be a part of the support plan process.
- Provide other support as needed to the staff and the students.

Review Process

This policy document will be reviewed as and when program coordinators deem it to be necessary and in any case no later than 5 years from the date of publication. Program coordinators will ensure its implementation through planning meetings, classroom visits and appraisals. It is shared with all stakeholders.

The FHS Inclusion Policy was revised jointly by a committee of IB Programme Coordinators, Administration, Teachers and approved September 2023.

Communication of the Assessment Policy

The FHS Assessment Policy will be made available on our schools' websites and will be shared with parents and students at the beginning of each school year and during the review annual process.

References:

IBO (2014). MYP Principles and Practice

IBO (2014). Guidelines for Developing an Assessment Policy in the Diploma Program