



Annabel C. Perry PreK-8 Special Needs Policy

Special Education Philosophy

Annabel C. Perry PreK-8 is committed to promoting cultural diversity, reinforcing the positive tenets of cultural awareness, and ensuring that all students gain the knowledge and skills to compete and be successful in a global world. As an International Baccalaureate World school for the Primary Years Program (PYP), part of our philosophy is for all students to have the opportunity to participate in all aspects of the International Baccalaureate (IB) program by receiving the needed accommodation, differentiation, support, and other opportunities to demonstrate learning while using their strongest modality. Our mission is for all students to learn as we meet their individual needs. This is being accomplished by the removal of all barriers and increasing access and student engagement in learning. Recognizing diversity is an integral part of promoting international mindedness.

Application of International Baccalaureate Organization (IBO) Standards

A9: The school supports access for students to the IB programs and philosophy.

B1: (5): The school develops and implements policies and procedures that support the program

B2:8 The school provides support for its students with learning and/or special educational needs and supports their teachers.

C3:10 Teaching and learning differentiates instruction to meet students' learning needs and styles.

C1:6 Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

Disabilities groups recognized by the state of Florida, Broward County Schools, and Annabel C. Perry PreK-8 are:

- Autism Spectrum
- Deaf or Hard-of-Hearing
- Developmentally Delayed
- Dual-Sensory Impaired
- Emotional or Behavioral
- Intellectual Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disabilities
- Speech Impairments
- Language Impairments
- Related Service

Identification

Broward County Public Schools serve over 32,000 students with disabilities and offer a free and appropriate public education in compliance with the federally mandated IDEA. A continuum of services and programs are available to meet the individual needs of students eligible for special education and related services. This continuum of services may be provided in a variety of settings, which include general education classrooms, resource rooms, specialized day schools, and homebound hospitals. Eligible students are provided support and/or services as per their Individual Education Plan (IEP) that are based on each child's unique needs, as related to their present levels of academic achievement and functional performance.

Referral:

Students are referred to by the general education teacher or by the student's physician.

Student Monitoring and Progress

Teachers receive folders for students with IEP's "At A Glance" at the start of each school year. Students' folders have information regarding their IEP goal, the modification they require to be successful in the general education classroom and testing accommodations. A student's progress is monitored frequently to document growth and advancements. Parents whose child(ren) have a disability are aware of their IEP goal and work with the teacher to accomplish it. Students participate in lesson activities sometimes with the aid or pullout class teacher and unique aides. Parents work with all teachers involved to help their child meet his/her IEP goal. With IB units, students completed summative assessment choice task. They are permitted to complete a task that is based on their IEP accommodation.

We have an established and effective data system to monitor students who are in the Response to Intervention (RtI) process by appropriately identifying students who need tiered interventions. This ensures that the appropriate interventions are implemented on each tier to increase student performance. Response to intervention is measured by ongoing progress monitoring. It is important to determine the student's baseline performance prior to intervention and to monitor the student's progress throughout the intervention process. Progress monitoring includes analysis of student performance on formative assessments, curriculum-based assessments, office discipline referrals, suspension data and collected data (teacher-made test, performance task, observation, questioning, student feedback, anecdotal classroom records, student self-reflection, parent input).

Section 504 Accommodation

At Annabel C. Perry PreK-8, our curriculum is tailored to meet the needs of our diverse population. Section 504 of the Rehabilitation Act of 1973 (Section 504) is one of several federal and state laws employed at Annabel C. Perry PreK-8 to protect students with disabilities. Section 504 is a federal civil rights statute prohibiting discrimination based on disability in any program or activity receiving federal financial assistance. Evaluation under Section 504 includes a review of evaluation data from a variety of sources. Evaluation data at Annabel C. Perry PreK-8 may include a collection of data of parent input, speaking with outside professionals (with parent/guardian consent) who either made a diagnosis or are working with the student. Unlike most IDEA evaluations, Section 504 evaluations do not necessarily involve formal testing.

Individual Educational Plan

ESE (Exceptional Student Education) support facilitators at Annabel C. Perry PreK-8 collaborate with teachers and other staff and work directly with students, as determined by the student's Individual Educational Plan (IEP).

Limited English Proficiency (LEP) Students /English for Speakers of Other Languages (ESOL)

Annabel C. Perry PreK-8 and the Broward County school district assures that LEP/ESOL students who are also students with disabilities have programming and services pursuant to federal and state laws and regulations.

General Education Teachers

1. Students receive instructional support through specially designed instruction and related services as determined through the IEP process.
2. Teachers are trained in designing and implementing individualized programs to address the learning needs of each student.
3. Teachers are provided with administrative support to assure reasonable class size and workload, adequate funds for materials, and professional development.
4. Teachers instruct students in the unique skills necessary to access and benefit from the core curriculum. These skills may include, but are not limited to, curriculum and learning strategies, compensatory skills, independent functioning, social emotional behavior, use of assistive technology, and communication.
5. A range of service delivery options is available in Broward County Public schools to meet the student's needs: consultation, itinerant instruction, resource room, special class, separate school, residential placement, homebound or hospitalized, and community-based or home-based services.

Curriculum

To maximize accessibility to the curriculum, students access the state standards through appropriate programming, support from special education and regular education teachers, and support in the use of assistive technology and universal design principles.

Differentiation

Students with academic needs such as ELL/ESOL or students with an IEP have access to all lesson materials and tasks in the least restrictive environment that will enable them to progress in the general curriculum to the maximum extent possible. The teacher uses specially designed instruction such as adapting, as appropriate, the content, methodology, or delivery of instruction. Students demonstrate their abilities by collaborating with others, being open-minded about other students, and communicating their understanding of knowledge.

Parents/Guardians

The school district and Annabel C. Perry PreK-8 provide opportunities for parents/guardians to be involved in a data-based problem-solving process to address the student's academic or behavioral areas of concern. We have discussions with the parent regarding the data used to identify the problem, the plan for addressing the problem through intervention, the plan for monitoring student progress, the student's responses to instruction and interventions, modification of the interventions when needed and anticipated future action to address the student's learning or behavioral needs. The school and district must maintain documentation of parental involvement and communication.

Professional Development

Exceptional Student Learning Support Division staff provides professional learning opportunities and instructional programming to facilitate high quality instruction for students with disabilities.

Supplemental services are provided in collaboration with discretionary projects such as [Florida Diagnostic and Learning Resources System/Florida Inclusion Network](#) and the [Multiagency Network for Students with Emotional/Behavioral Disabilities](#) (SEDNET).

The Broward County school district provides professional development for teachers in coordination with community agencies, the Division of Vocational Rehabilitation, Department of Children and Families, and the Department of Health, Children's Medical Services, as appropriate.

Links to other Policies:

Broward County Public Schools Exceptional Student Learning Policies:

<http://www.bcps-esls.com/>

Special Education Services:

<http://www.broward.k12.fl.us/sbbcpolicies/docs/SP&P%20ESE%20Policies%20and%20Procedures%2016-17%20Through%2018-19.pdf>

Broward county Exceptional Student Learning Support

<https://www.browardschools.com/esls>

[Florida Diagnostic Learning Resources System \(FDLRS\)](#)

<http://www.bcps-esls.com/html/FDLRS.php>

Autism Spectrum Disorder

http://www.bcps-esls.com/html/autism_spectrum_disorder.php

Section 504

http://www.bcps-esls.com/html/Section_504.php

Section 504/ADA Procedural Manual

http://www.bcps-esls.com/downloads/Section_504_ADA_Procedural_Manual_2018.pdf

IBO Standards

www.ibo.org - International Baccalaureate Organization - <http://www.ibo.org>