

Pine View Elementary Magnet School

IB World School

IB-PYP Inclusion Policy

Mission Statement

The PVES community will develop the knowledge and skills to become caring, lifelong learners through inquisitive, collaborative and reflective practices by respecting diversity and becoming globally minded citizens who are empowered to take action.

Philosophy of Inclusion

At Pine View Elementary Magnet School, we believe in access and learning opportunities that support all students. We understand and appreciate that students learn differently, always considering the strengths and needs of the learning community. This drives our commitment to using specialized approaches and offering individualized support as needed. This commitment involves all faculty on campus collaborating and problem solving to structure tiered levels of support that include academic remediation, as well as enrichment.

Programs that provide inclusion are: (Each program listed below is mandated by the US Federal Government and services will be provided in accordance to the law.)

- **AGP (Academically Gifted Program):** Goals and needs of students that qualify for AGP through criteria outlined by the state of Florida are documented on their Education Plan (EP). At Pine View Elementary Magnet School, we provide the opportunity for specialized instruction to address the unique needs of our gifted students promoting their academic, social and emotional growth within the global community. Goals are based on the students' academic strengths and interests. Instruction and support strategies are used to differentiate the instruction for gifted students as needed and includes enrichment, acceleration and compacting of the curriculum.
- **ESE (Exceptional Student Education):** Students eligible for the ESE program based on federal criteria establish a plan of individualized goals and support to address obstacles to their learning. Supports and accommodations are outlined in the student's Individual Education Plan (IEP) which provides students with disabilities the opportunity to acquire knowledge and skills needed to reach their full potential through specially designed instruction.
- **ELL (English Language Learner):** The ELL program supports students in the classroom with academic strategies that reinforce learning. This program assists students whose first language is not English. Resources are also sent home to aid families in advocating for student success.
- **504:** Students who qualify for a 504 plan have accommodations and provisions for the learning environment that are carried out by all teachers. These provisions are developed specifically for their needs.

Support MTSS (Multi-Tiered Systems of Supports)

All students in the state of Florida are monitored by MTSS through a Response to Intervention (RTI) model. All students are included in Tier 1, receiving Core Instruction for academics and behavior. Students receive Tier 2 supports based on observations and Common Formative Assessments (CFAs). Students having difficulties in academics and/or behavior engage in small-group Tier 2 instruction that focuses on reteaching of the grade level Core curriculum. Students that show a deficit in a universal skill, more than a year below grade level, receive Tier 3 support. Tier 3 support provides all previously mentioned interventions plus an increase in duration or intensity of interventions. Tier 3 supports are provided by Reading Endorsed teachers or teachers who hold a Masters in Reading. The master schedule includes time in the school day to provide targeted levels of differentiation.

Differentiation

Pine View Elementary Magnet School believes that differentiation is a fluid adaptation of teaching which best supports students learning and inquiry each day. Differentiation includes modifications to lessons, instruction, or assessment based on data or observations gathered. All teachers differentiate the learning environment for all students in order to meet individual needs, whether through remediation or enrichment. Differentiation can extend into the structured programs of support (listed above), but also is a factor in all instructional decisions made by teachers. Our goal is to differentiate learning to ensure all students receive equal opportunities to build knowledge, inquire and learn.

Staff Development and Collaboration

- All teachers are required to take 20 hours of ESE training every 5 years.
- Book Studies and in-school professional development on differentiation and effective strategies for different student populations.
- Grade level Professional Learning Communities (PLC) meet each week to review student achievement and/or behavior data and review the RTI process.
- School Leadership Team (SLT) meets monthly to discuss school wide data trends.
- Teachers discuss differentiation and the RTI process in regular collaborative planning sessions throughout the year.
- The School Intervention Team (SIT) meets weekly to analyze student data for both students who receive additional support and students that receive enrichment. The SIT team works collaboratively with classroom teachers to problem-solve and provide supports.