

Inclusion Policy

Philosophy

We recognize the importance of inclusion of all individuals with various learning modalities. Teachers provide opportunities to meet the needs of all learners.

Practice

At A. Philip Randolph Elementary students with disabilities and students identified as gifted and talented are educated in general education environments with appropriate support and services. The Department of Exceptional Student service and support providers are: Instructional Support Teacher, Dr. Tanika Cornelius; Interrelated K-2 Mrs. Amy Brooks; 3rd and 4th Mrs. Cequita Clark; 4th /5th Grade, Ms. Wanda Small and Mrs. Vivian Brown- Gifted Teacher 2-5th grade. Randolph has one Speech Language Pathologist- Mrs. Micca McCummings. Rebekah Parris is the Occupational Therapist who provides Occupational Therapy services. Mrs. Beth Blanchard is the school Psychologist. She completes psychoeducational testing to help determine if students meet Georgia criteria for special education.

We provide our students access to the curriculum in the least restrictive environment (LRE) possible based on the educational needs of each individual student. Our classroom model follows an inclusion approach which means the general education teacher and the special education teacher and/or specialist collaborate to provide special services and/or materials. Identified students receive support from teachers with specialized degrees and/or certifications in these areas through a Co-teaching, Resource or Self-Contained model. We build positive learning environments that support the needs of our students individually. The district provides a continuum of services to ensure students are receiving a Free and Appropriate Education (FAPE).

Differentiation

At A. P. Randolph, differentiation is a continuous practice based upon knowledge of student performance. Teachers administer various assessments such as formative and summative assessments to inform students strengths and weaknesses. Teachers also assess students' learning styles to determine best practices to meet student needs.

Response to Intervention

Students at Randolph receive Response to Intervention from 8:00 – 8:30 a.m. (RTI) daily. Interventions are based upon student weaknesses or strengths. RTI is a tiered system. Students in Tier 1 work independently on enrichment or accelerated material. Our Tier 2 students receive small group interventions three times a week based on skill that they are showing weaknesses. Their progress is monitored every other week and documented to determine if the intervention is impactful. Tier 3 students receive small group interventions four times a week on a targeted skill. Tier 3 students are progress monitored weekly.

Verification and monitoring of student progress is strengthened through our Student Support Team (SST). The SST is designed to assist in problem solving and monitoring of students

identified as Tier 2 or 3. The SST also determines if further testing is necessary when students are showing little improvement through intervention strategies.

English for Speakers of Other Languages (ESOL Services)

Students with limited English language proficiency are assessed early to determine the best placement options. Students are regularly monitored and provided with accommodations to meet their needs. Parent communication is ongoing, and the school district offers options for students to receive ESOL services. Randolph is a monitored support school, whereas students at level II or higher for ESOL services will attend school in an alternate setting offering more tiered support.

Gifted and Talented Services

Once a week, the TAG teacher is teaching gifted strategies to each grade level for at least 45 minutes. This gives students the opportunity to experience activities that challenge them to think on a higher level, enhance problem solving skills and improve communication skills. It encourages creativity and provides opportunities for divergent (many answers) and convergent (best answer) thinking. Most importantly, students have opportunities to demonstrate their learning utilizing their talents and interests through a product while making real world connections.

Early Intervention Program (EIP Services)

The Early Intervention Program (EIP) at A.P. Randolph serves students who are performing below grade level and considered at risk of not meeting academic grade level standards. EIP students receive additional instructional resources and tiered classroom instruction to assist them in reaching and performing at their current grade level.

Our EIP students are identified when his or her teacher completes a checklist/rubric to determine the students' ability to perform certain skills or knowledge of literary and foundational reading competences. Students scoring below the rubric criteria qualify for the program. Other measurements to determine eligibility for the program include use of universal screeners, diagnostic and standardized assessments.

EIP classes are self-contained and consist of a smaller classroom size of students 16 or less. All EIP students are included in the units of inquiry.

Participation in the EIP program is voluntary and parents are notified if their child is considered at risk. Parents have the right to opt out of the program. Students are removed from the EIP program upon meeting grade level performance that is supported by evidence of academic achievement data.

EIP teachers participate in ongoing professional development and have access to strategies to remediate and accelerate learning.

Extended Learning

Extended Learning is offered to students in grades 3 and 5 to provide additional support in the areas of English Language Arts and Mathematics. Extended learning is available to all students in these grades. The purpose of extended learning is to provide students with additional opportunities to achieve successful outcomes.

Participation in the program requires parent completion of registration. Students receive 90 minutes of additional learning after school hours at least twice a week. Students in the program are provided all learning materials. Bus transportation is provided for students as needed.

Inclusion Policy Review

Here at A. Philip Randolph, students in the Special Education Program are offered a variety of learning opportunities in various settings, depending on their abilities. Following a comprehensive assessment that may include a psychological evaluation, educational testing, speech-language assessment, audiological testing and other assessments, a student may be eligible to receive services in one or more of the following categories:

- Autism
- Deafblind Deaf/Hard of Hearing (D/HH)
- Emotional/Behavioral Disorders
- Intellectual Disabilities (Mild, Moderate, Severe/Profound)
- Orthopedic Impairment
- Significant Developmental Delay
- Specific Learning Disability
- Speech-Language Impairment
- Traumatic Brain Injury
- Visually Impairment & Blindness

Once a student has qualified to receive services, an Individualized Educational Program is created by a team of stakeholders to plan goals, implement services, and track student progress towards their unique educational goals.

Inclusion services are an option for many students who have shown through data that they are ready to receive more rigorous instruction in a general education setting. Students are able to participate in a general education classroom for Reading, Math, English Language Arts, Science and Social Studies.

There are three types of inclusion models: Co-teaching, collaborative, and supportive instruction. Co-teaching requires a general and special education teacher work with students in the general education classroom setting for the entire class period of 45 minutes or more. A collaborative setting also requires a general and special education teacher to be present for up to 45 minutes. Some students only require assistance from a special education paraprofessional. The paraprofessional works with the students in the general education setting. There are many students at Randolph Elementary receiving Co-Teaching services.