

**Windsor Elementary School**

**Exceptional Learners/Inclusion Policy**

**Philosophy**

Windsor Elementary School is an International Baccalaureate World School serving students in Kindergarten through 5th grades. As a public school in Columbia, South Carolina, we accept all students regardless of their race, status, sex, gender, or exceptionality in an inclusive and welcoming environment. Teachers at Windsor Elementary School are encouraged to practice Universal Design for Learning principles, building their lessons and practices around strategies that enhance engagement, differentiate instruction, and support all learners. The Windsor Elementary School Inclusion Policy is designed to address the needs of students with exceptionalities within the IB Mission for *ALL* students to be internationally minded and successful learners.

**Response to Intervention Process, IEPs, 504 Plans**

**Practice**

At Windsor Elementary School, students with varying disabilities, English Learners (ELs), and students identified as gifted and talented are provided appropriate services so that they are educated in the least restrictive environment. Typically, this is in the general education setting using classroom interventions or extensions in small groups. Students receive support from highly qualified teachers who specialize in their areas of need. These services are provided using a pull-out model for part of the students’ instructional day. We build positive learning communities through the Learner Profile in which a culture of collaboration encourages and supports problem solving for all students. The district provides a continuum of placements where appropriate instruction is available to students with disabilities requiring specialized instruction and related services in accordance to federal and state laws.

**Identification**

Windsor Elementary School uses a Multi-Tiered System of Supports (MTSS) to meet the needs of all learners. The Response to Intervention (RtI) process at Windsor utilizes the expertise of various members of the school community including teachers, counselors, administrators, and the school psychologist to closely assess the needs of all learners. The RtI team meets regularly to discuss teachers’ concerns about students with academic and/or behavioral difficulties who are not responding to interventions. A description of the 3 tiers of the RtI process is below.

*Tier I:* Occurs within the general education setting. It includes targeted, differentiated instruction using various strategies, ongoing assessment, and progress monitoring. About 80% of students are expected to achieve with Tier I support.

*Tier 2:* Takes place in a small group setting using a pull-out model. Students are provided intensive remediation in math or reading for a minimum of 30 minutes daily in addition to the Tier I support they receive in their homeroom classes. They are progress monitored on a regular basis using the LLI (Leveled Literacy Intervention) system and EasyCBM. Parents are updated on their child’s progress each quarter. Tier 2 placements are flexible; students may participate on an intermittent basis depending on their needs. As students achieve their goals they are promoted out of Tier 2.

*Tier 3:* Is provided in a significantly smaller group setting with a specialist after a student has shown a lack of progress with Tier I and Tier 2 support. Progress monitoring occurs more frequently and parents are updated on their child’s progress each quarter. If the student continues to show a consistent lack of progress with Tier 3 support, he or she is referred to the RtI team which may initiate additional evaluation with the school psychologist. This evaluation is used to inform decision-making regarding the implementation of an individualized education plan (IEP) or 504 plan to better meet the needs of the student.

**Individual Education Plans (IEP)**

Students who need further help past Tier 3 intervention may qualify for Special Education services under IDEA. These students undergo further assessment from the school psychologist or other evaluator in multiple areas. Afterward, IEP teams develop specific, measurable goals and meet with parents and other pertinent stakeholders to discuss the student’s progress. Students get individualized instruction in small groups that are based on their particular goals and receive individualized accommodations in the general education setting to support their learning needs.

**504 Plans**

Under IDEA, 504 Plans help students with disabilities access the regular curriculum through accommodations. 504 Plans are not IEPs, but students with documented disabilities (for example: health concerns, ADHD, etc.) who do not need additional small group instruction could qualify for testing and classroom accommodations. Windsor’s school counselor facilitates 504 team meetings between parents and teachers.

**Gifted and Talented (ALERT)**

**Practice**

All students at Windsor are continually screened for possible inclusion in the Richland School District Two gifted and talented program: Active Learning in Resourceful Thinking (ALERT). ALERT operates as a one-day-a-week pull-out program. Students learn problem-solving skills, resourceful thinking, and advanced learning techniques with a qualified gifted and talented teacher. It is organized into Primary ALERT serving grades 2-3 and Elementary ALERT serving grades 4-5. Identification for ALERT is a multi-step process. Students must qualify in at least 2 of the 3 dimensions established by the state of South Carolina.

**Identification**

*Dimension A- Aptitude:* Students must score at or above the 93rd age-related percentile on a nationally normed test like Ravens, OLSAT, or CogAT. It is possible for students to qualify based on aptitude alone if they score at or above the 96th percentile on the total score for third grade and up. Second grade students must score at the 98th percentile.

*Dimension B- Achievement:* All students must score at the 94th percentile in Dimension B. The assessments considered for this dimension include MAP, ITBS, and SC Ready. All students in grades 2-5 take MAP each fall and spring; second graders take ITBS halfway through the school year; and students in grades 3-5 take SC Ready each spring. SC Ready scores are dictated by the state each year.

*Dimension C- Performance:* Students is grade 2-5 may take the performance tasks test (STAR) in the spring. Qualifying scores on this assessment vary by grade level.

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| Gifted and Talented Qualifying Assessments | | | | |
| 1st | 2nd | 3rd | 4th | 5th |
| OLSAT  RAVENS | MAP  OLSAT  CogAT  ITBS  STAR | MAP  OLSAT  STAR  SC Ready | MAP  OLSAT  STAR  SC Ready | MAP  OLSAT  STAR  SC Ready |

**Resources**

[PYP Playlist: Removing Barriers to Learning](https://s3-eu-west-1.amazonaws.com/international-baccalaureate/PYP+Playlist/index.html#/page/5c5d69fdec43cb21c92339bf)

[IB and Inclusion: An Update](https://www.ibo.org/contentassets/60d1e68eafc7437faf033f8d9f5c6d6d/saturday-ib-inclusion-jayne-pletster.pdf)