

Richey Elementary Magnet School
IB World School
IB-PYP Inclusion Policy

Mission Statement.

We exist to create a safe, empathetic, inclusive environment where all participants can positively impact the global community through an inquiry process using strong instruction, deep engagement, and high expectations, to develop collaborative, compassionate, and confident learners.

Philosophy of Inclusion

Programs that provide inclusion are: (The US Federal Government and services mandate that each program listed below will be provided according 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 Richey 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 student's academic strengths and interests. Instruction and support strategies are used to differentiate the instruction for gifted students as needed and include enrichment, acceleration, and compacting 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 the 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 carried out by all teachers. These provisions are developed specifically for their needs.

Support MTSS (Multi-Tiered Systems of Supports)

All students in 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 with difficulties in academics and/or behavior engage in small-group Tier 2 instruction that focuses on reteaching 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 the duration or

intensity of interventions. Tier 3 supports are provided by Reading Endorsed teachers or teachers with a Master's in Reading. The master schedule includes time in the school day to provide targeted differentiation levels in literacy and mathematics intervention.

Differentiation

Richey 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 assessments based on data or observations. All teachers differentiate the learning environment for all students to meet individual needs through remediation or enrichment. Differentiation can extend into the structured programs of support (listed above) and 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 must take 20 hours of ESE training every five 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 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.
- The School Intervention Team (SIT) meets weekly to analyze student data for students who receive additional support and enrichment. The SIT team works collaboratively with classroom teachers to problem-solve and provide support.