
FICKETT ELEMENTARY SCHOOL
PRIMARY YEARS PROGRAMME CANDIDATE SCHOOL

Fickett Elementary Mission Statement

In a safe and nurturing environment, with the collaboration of all stakeholders, we will provide all students with a quality, rigorous curriculum that develops curious, experienced, and compassionate learners that think positively and globally.

Fickett Elementary Vision

A school of excellence that empowers students to become curious, considerate, lifelong learners who are internationally minded and college and career ready.

INCLUSION POLICY

The vision of Special Education Services and Supports is for all students with disabilities in Georgia to participate in challenging educational programs designed to meet their unique needs, resulting in increased academic performance and preparing them for employment and independent living.

Fickett Elementary School is a PK-Fifth grade public school within the Atlanta Public Schools District. We accept all students regardless of their race, sex, gender, or exceptionality.

Philosophy:

We believe that all learners have unique needs that must be addressed in order to ensure that they meet/exceed their level of potential. R.N. Fickett applies approaches and support systems that address the individual needs and varied learning styles of students, including those identified with special needs (special education, gifted and talented and English Language Learners). By recognizing the diversity of our learning community, we support the development of internationally minded people.

Practices

At Fickett, we adhere to federal and state guidelines governing the education of students with disabilities, "The Individuals with Disabilities Act (IDEA)." Students with special needs are provided access to the curriculum in the least restrictive environment. For some, that means a self-contained classroom or mainstreaming for part of the day. However, in many cases, this is a regular, comprehensive classroom where classroom teachers and specialists collaborate following an inclusive approach. Teachers/Specialists assess the children to determine each child's individual needs and provide any special services and/or materials they require. Teachers collect and analyze data, monitor progress and facilitate setting/updating goals with the students and parents.

Fickett uses a four-tiered Pyramid of Intervention approach. This tiered framework provides intervention and educational support for all students at increasing levels of intensity based on their individual needs. The goal is early intervention to foster success for all students. Our model is as follows:

Tier 1 – Standards-Based Classroom Learning

Tier 2 – Needs-Based Learning

Tier 3 – SST-Driven Learning

Tier 4 – Specially-Designed Learning

Special Needs Programs, Services, and Staff

General Education Teachers

English as a Second Language (ESOL)

Special Education Interrelated Teachers (IRR)

Co-Teachers

Autism Teachers

Physical Therapy (PT)

Occupational Therapy (OT)

Speech Language Pathologist (SLP)

Assisted Technology

Social Worker (SW)

School Psychologist

Counselor

Differentiation:

At R.N. Fickett, students receive instruction that enables them to perform and achieve success at a rate appropriate to the learner's ability and interests. Differentiation is seen as the process of tailoring instruction to meet individual needs, whether by content, process, products, or the learning environment. The use of pre-assessments and formative assessments are also used to discover students' strengths and identify areas to target for remediation.

All students have the opportunity to participate in every aspect of the school community, including IB Programmes and extracurricular activities. The extent to which students with identified special education needs or 504 plans participate in the IB Programmes is defined by the following: 1) Individualized Scheduling 2) Progress Monitoring 3) 504 Plan Accommodations, and 4) Individual Education Plan (IEP).

Assessments

We assess students at Fickett in the following ways:

1. Easy CBM Progress Monitoring
2. STAR Reading and STAR Math
4. Accelerated Reader
3. Checklists and rubrics to support student self-assessment
4. Teacher created assessments
5. System wide Benchmark Assessments

6. End of year standardized testing-Georgia Milestones
7. Student Data Binders
8. Student Goal Setting

Affirming Identity and Building Self-Esteem:

We provide a variety of opportunities to affirm and support the diverse needs of students:

- *Verbal Praise
- *Class Dojo
- *School Game room
- *In class celebrations of demonstrated achievement and character/Attitudes
- * IB Learner Profile Attributes and Attitudes Bracelets
- *Daily parent communication

Valuing Prior Knowledge:

When planning units of inquiry, the teachers incorporate strategies that will be used to explicitly activate and build prior knowledge for all students. Assessing each learner's level of prior knowledge helps the teacher to determine how to differentiate task, and what additional activities will be needed to deepen their learning throughout the unit of inquiry.

Scaffolding:

Learning at *Fickett* is scaffolded in order to move students towards a stronger understanding of material and a greater level of independence. The following are examples of how instruction is scaffolded for learners.

- Story Maps, Vocabulary Maps, Visual Thinking Maps (Graphic Organizers)
- Visual aids in the classroom and to take home for review
- Computer Aids
- Small group instruction
- Individual Instruction
- Providing Prompts
- Asking Questions

Extended Learning:

Learning is extended for all students at *Fickett Elementary School*. Tutorial is provided one day a week to allow student's additional time with the teacher(s) on targeted skills. College scholars are utilized daily to work with small groups or individual students on math and reading fluency. Students with disabilities as well as our English Language Learners extend their learning by accessing increasingly sophisticated texts using assistive technology and read aloud software. These fiction and nonfiction resources allow students to extend their academic language and allows for additional student centered learning activities.

Revised 4.28.2020

Compliance

Fickett Elementary School documents compliance to state and federal guidelines in working with students with special needs through our counseling, ESOL and special education departments. Those departments are managed by building administration and the district's Director of Special Education. Individuals in these departments are responsible for the annual writing and updating of Individual Education Plans (IEP) and 504 Plans. All information regarding the progress and performance of these students is contained in the student's personal cumulative folder found in a secured location in the main office.

More Information

More information regarding special needs programming may be found on the Georgia Department of Education Website

Special Needs Policy Review

The Fickett Elementary School Staff will review the Inclusion Policy annually.

- This document was created by the IB Team and Special Education Staff Fall 2017
- This document was revised by staff October 2019 including Special Needs Staff
- This document was reviewed by the Fickett Elementary School Administrative and Leadership Teams October 2019

Revised by IB Specialist, Assistant Principal, and Special Education Lead on April 28, 2020.