



Continental Colony Elementary School

Inclusion Policy

IB Standards

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)

Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)

Purpose/Philosophy

At Continental Colony Elementary School (CCES), we believe in students developing a principled mindset when it comes to academic integrity. As a community, we model how to show respect and honor for others' ideas. Collaboration is essential to our community as it is a combination of authentic individual ideas that evolve into a compilation of ideas. We believe this acquisition of knowledge begins with a purposeful attitude of respect and honesty. All teachers, students, and parents engage in this responsibility to ensure academic integrity extends beyond the elementary setting. The IBO defines academic integrity as a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision making and behavior in the production of legitimate, authentic and honest scholarly work.

The IB's Access and Inclusion Manual states the purpose of this policy to be as follows:

1.10 The purpose of this policy is to support the practice of access and inclusion in IB schools to enable all students to participate fully in learning, teaching, and assessment (formative and summative) by reducing and removing barriers using appropriate and well-planned access arrangements. This policy follows the whole school approach to inclusion, where all educators are involved in access and inclusion, and it is not only the work of the learning support teacher/team...

Atlanta Public Schools

Atlanta Public Schools' vision for Comprehensive Student Support Services is as follows:

All schools in the Atlanta Public School System will implement a comprehensive, culturally responsive, school-wide system of support to meet the needs of every student, improve equitable outcomes, and close achievement gaps.

Local, State, and Federal Laws

Continental Colony will follow and implement all local, state, and federal laws regarding educational support for students.

This includes the Individuals with Disabilities Education Act (IDEA), American with Disabilities Act (ADA), Section 504, World-class Instructional Design and Assessment (WIDA), and state mandates around the MultiTiered System of Support (MTSS) approach and the Early Intervention Program (EIP) (see below).

MTSS/SST/RTI

Continental Colony utilizes a MTSS when determining the needs of students which includes Response to Intervention (RTI) and the Student Support Team (SST).

Tier 1-General grade level education/curriculum provided to all students including the PYP Units of Inquiry.

Tier 2-Intervention is provided to students who still show a need for support after receiving Tier 1 instruction. Tier 3-Students who have not shown enough progress with the interventions provided at Tier 2 are identified for the SST process. They receive intensive intervention and support in their area of need.

Tier 4-Students who have been assessed and have qualified for an Individualized Education Plan (IEP). These students include students with disabilities, English Language Learners, and Gifted and Talented students.

Special Education/IEPs

Each student who has a qualifying disability is provided with an Individualized Education Plan (IEP) that has been developed by a collaborative process involving the school, parents, and other relevant personnel. Effective IEPs are individualized, child-centered, inclusive, and accessible. The IEP outlines teaching strategies, resources, and supports necessary for the student to achieve their goals. A few of the services that are provided based on the IEP:

1. Consult services
2. Supportive instruction within the general education classroom

3. Co- teaching within the general education classroom
4. Small group instruction
5. Self-contained classes

Continental Colony provides a continuum of services designed to meet the needs and learning styles of individual learners.

EIP (GA Senate Bill 59)

Students identified to need additional support at the Tier 2 and/or Tier 3 levels can be provided services via the Early Intervention Program (EIP). These students have scored in the bottom 25 percentile on our district reading and math screener (NWEA MAP Assessment) and/or Level 1 on the state of Georgia's End of Grade assessment, the Georgia Milestones (GMAS). Also, students are scored by teacher on a Georgia State rubric for math and reading. They receive support in reading and/or math from either their homeroom teacher during differentiated, small group instruction or intervention pull-out/push-in teachers. The Georgia Department of Education has approved the following delivery models for EIP services:

1. Self-contained
2. Pull-out
3. Class Augmentation
4. Reading Recovery
5. Innovative

Continental Colony utilizes a mix of models. We have self-contained EIP classrooms where students receive evidence-based interventions within a reduced class size to allow for focused, targeted instruction in reading and math for a small group of EIP students. We also utilize the class augmentation model where evidence-based interventions are incorporated into the general classroom setting using co-teaching instructional practices by providing an additional teacher. This also reduces the teacher/pupil ratio while providing EIP services.

Gifted and Talented

Continental Colony believes in teaching the whole child and meeting the needs of all our diverse learners. We are in accordance with APS and the GADOE with regards to providing services to our gifted population.

APS believes that *“Through advocacy and innovation, the unique needs of gifted and talented students will be recognized, valued, and nurtured so their inspired minds are equipped to change the world.”*

Georgia Board Rule 160-4-2-.38 says that the state of Georgia defines a gifted and talented student as one who demonstrates a high degree of intellectual and/or creative ability(ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her ability(ies).

At Continental Colony, approximately 14 of our students have been identified as Gifted and 25 students identified as Talent Development/high ability students based on multiple measures of mental, creativity, and motivation abilities. These students are provided services by our Gifted Lead Teacher and/or homeroom teacher(s) who are credentialed to serve the needs of our students who are identified as gifted. As cited in the Georgia Gifted manual, "preparations for local delivery models should be made for the planned discontinuation of the collaborative model in the fiscal year 2027." Continental Colony utilizes the cluster and resource delivery models at our school. The cluster model is used in cases where gifted students are "clustered" together in homerooms of a gifted endorsed teacher at least one per grade level. The resource model is used in cases in which there is not a gifted endorsed teacher on that grade level for which there are gifted students. In this case, the gifted lead teacher provides services to support the needs of the gifted students. Our school currently has 3 gifted endorsed teachers.

Collaborative Partners

At Continental Colony, we work together to meet the needs of our students including those with special needs, gifted and talented students, and our English Language Learners with all necessary supports in place. This will include the coordination of the following:

General Education Classroom Teachers

Special Education Classroom Teachers

MTSS/SST/504 Specialist

Special Education Lead Teacher

Gifted Lead Teacher

Instructional Coaches

School Counselor

School Psychologist

School Social Worker

Behavior Specialist

Parents & Students

Administrative Team

Inclusion Policy Review

This policy will be reviewed and updated annually by Continental Colony's Pedagogical Leadership Team. As local, state, and federal laws and policies change, they will be updated here as well.

Plan of Communication

All Continental Colony Instructional Policies will be shared with teachers, students, and parents each year. They will be made available on the CCES

school website and hardcopies will be available in the main office. The policies will also be shared during school governance team meetings and during PTA meetings.

Bibliography

Burgess-Peterson Academy Inclusion Policy:

<https://www.atlantapublicschools.us/site/handlers/filedownload.ashx?moduleinstanceid=119260&dataid=124000&FileName=BPA%20Inclusion%20Policy%20September%202023.pdf>

Georgia Department of Education:

<https://www.gadoe.org/External-Affairs-and-Policy/Policy/Pages/Early-Intervention-Program.aspx>

IBO Access and Inclusion Policy Manual: <https://www.ibo.org/globalassets/new-structure/programmes/dp/pdfs/access-and-inclusion-policy-en.pdf>