



WARREN T. JACKSON IB PYP INCLUSION POLICY

(UPDATED NOVEMBER 2019)



MISSION STATEMENT

Through a caring community, our goal at Warren T Jackson Elementary School is to challenge and prepare students to be independent thinkers, kind citizens, and passionate learners who are ready to change the world.

PHILOSOPHY

At Warren T. Jackson Elementary, we believe that all learners have unique needs to consider when helping them to meet and exceed their academic and social potential. To provide access to the IB PYP at Jackson Elementary, we apply approaches and support systems that address the individual needs and varied learning styles, abilities, and speeds of students, including those identified with special learning and/or emotional needs. By recognizing the diversity of our collective learning community, we support the development of internationally minded people.

DIFFERENTIATION

At Jackson Elementary, all students receive instruction that enables them to succeed within the range of their approaches to learning, abilities and interests. Dynamic groupings within classrooms, tiered lessons, intentional use of pre-assessments, diagnostic, and formative assessments help to identify students' strengths and areas of focus. Once strengths and needs are identified, Jackson teachers provide various forms of targeted instruction, open ended learning engagements, and provision of materials (such as leveled reading materials, enrichment activities, and choice menus) designed to address students' level of readiness. Differentiation is seen as the process of identifying, with each learner, the most effective strategies for achieving agreed goals.

RESPONSE TO INTERVENTION

If students are not making typical rate of progress with standard differentiation, Jackson Elementary follows Georgia's Multi-tiered System of Support for academic and behavioral needs. This system provides appropriate and effective Response to Intervention services, which incorporates universal screening, targeted interventions, progress monitoring, team approach to decision-making, and the development/implementation of services.

Tiers I and II Interventions are facilitated in the general education environment by grade level teams. Student data is utilized to make decisions regarding intervention needs and movement between tiers.

Tier III Interventions and progress monitoring are facilitated by the Student Support Team (SST) and implemented by the teacher with increased duration, intensity, and/or frequency. The SST Specialist ensures the process is followed and team decisions are made according to the outcome of data, indicating student progress.

All other specialized services such as ESOL, Special Education, and Gifted Programming may occur at any tier. Regardless of a student's learning style, pace, and/or academic level, all students at Jackson Elementary participate in the International Baccalaureate Primary Years Programme.

ENGLISH FOR SPEAKER OF OTHER LANGUAGES (ESOL) SERVICES

Jackson has one full time ESOL Lead Teacher and 10 certified ESOL classroom teachers. The ESOL Lead Teacher collaborates and co-teaches with general classroom teachers daily and provides ESOL students with additional support and small group instruction within their classroom. Kindergarten through third grade ESOL students receive a 45-minute ESOL segment daily. Fourth and fifth grade ESOL students receive a minimum of one 50-minute daily segment. For students who have exited ESOL or do not qualify for service, the ESOL Lead Teacher continues to consult and offer support, for 2 years following exit, to teachers to ensure that the language needs of these students are supported.

GIFTED AND TALENTED SERVICES

Operating in a state-approved charter system, Jackson Elementary School currently employs two of the three state-approved gifted and talented delivery models.

1. The Resource Model serves gifted students through a gifted-endorsed teacher in an interdisciplinary-enriched environment once or more per week.
**As a result of an IB Matter to be Addressed in 2015 Evaluation, Jackson Elementary began phasing out this model. Our current 4th and 5th grade students are the only students who receive this model. This model will no longer be used after the 2020-2021 school year.*
2. The Collaboration Model serves gifted students daily in their homeroom classroom through targeted instructional collaboration between the homeroom content-certified teacher and gifted-endorsed teacher
3. The Cluster Grouping Model serves gifted students daily in a homeroom where the teacher is content certified and gifted-endorsed.
**As a result of an IB Matter to be Addressed in 2015 Evaluation, Jackson Elementary has provided an opportunity for all full-time educators to receive gifted certification. This will help increase the cluster grouping model by the 2021-2022 school year.*

All models require K-5 students to be served for a minimum of one-sixth of the instructional day or its annual equivalent. These delivery models meet the requirements of Georgia Board Rule 160-4-2.38. Atlanta Public Schools use the Georgia Standards of Excellence (GSE) in English Language Arts, Mathematics, Science, and Social Studies to inform all instructional curriculum and practices. Meanwhile, elementary gifted students served through the resource model engage in 2-4 interdisciplinary units throughout the year; these units integrate any combination of Language Arts, Math, Social Studies, and/or Science. Gifted students served through the collaboration or cluster-grouping model receive differentiation through extension or enrichment of the content curriculum. The units and the extension/enrichment will differentiate/supplement the GSE according to APS Gifted Standards. The difference is not in what is taught but how it is taught. Students will have opportunities to critically and creatively demonstrate their proficiency of the GSE in an academically enriched environment. They will practice skills which will ultimately prepare them for advanced learning at the middle school, high school, college, and career level.

SPECIAL EDUCATION SERVICES

Jackson Elementary offers a broad continuum of services for these students. 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
- Preschool Special Education

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. To effectively meet the standards of instruction, children with disabilities in Georgia must be exposed to and held accountable for the Georgia Standards of Excellence (GSE). Ultimately, the Individualized Education Program (IEP) Team's goal is for children with disabilities to be educated in regular education settings with supplementary aids and services to the maximum extent possible.

At Jackson, we provide co-teaching Special Education classrooms at every grade level, beginning in Pre-K, depending on student need. We also provide a resource setting for students with special needs who benefit from smaller class size instruction throughout the day.

In addition to educational services, Jackson has a full time occupational therapist and speech therapist to provide services to students, as necessary of their Individualized Educational Program.

EARLY INTERVENTION PROGRAM (EIP) SERVICES

Children start school at a designated chronological age, but differ greatly depending on their development and experiences. The Early Intervention Program (EIP) is designed for students in grades kindergarten through fifth grade who are at risk of not reaching or maintaining academic grade level performance or expectations in reading or mathematics. The program is designed to provide intervention services for qualifying students to remediate foundational skills needed for academic success. It provides additional instructional support and resources to help students who are performing below grade level obtain the necessary academic skills in the shortest possible time. Jackson Elementary provides two certified and highly qualified Early Intervention teachers to facilitate this EIP instruction. At Warren T. Jackson we provide three EIP Delivery Models.

1. **Reduced-Class Size Model:** This model allows for the combination of EIP students with other student populations in smaller homeroom classroom communities. The reduced class size model uses a sliding scale in which the overall class size reduces as the number of EIP students increases. The expectation of this model is that the teacher will provide all students with greater instructional support because the teacher has fewer students at a given time.
2. **Augmented:** The augmented model incorporates EIP services into the regular group class size by providing an additional early childhood certified teacher to reduce the teacher/pupil ratio while providing EIP services.
3. **Pull-Out:** EIP students are removed from the classroom for instruction by an additional certified teacher.

INCLUSION POLICY REVIEW

This policy will be formally reviewed, as needed, by Warren T. Jackson Elementary staff and community stakeholders to adapt to changing best practices, changes in the Primary Years Program, and changes in the needs of our community. The effectiveness of this policy will be reflected in our assessment data and feedback from stakeholders. We welcome comments and recommendations on this policy at any time