



Copeland Elementary School

1440 Jackson Road
Augusta, Georgia 30909
Office: (706) 737-7228
Fax: (706) 731-7656

<https://copeland.rcboe.org>

Tynisha Brisco, Principal



PYP Inclusion Policy

Copeland Elementary is an Authorized School for the Primary Years Program (PYP). This school has obtained authorization as an IB World School, aligning with a shared philosophy dedicated to providing high-quality, challenging, and internationally-focused education that Copeland Elementary deems essential for our students.*

**Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). For further information about the IB and its programmes, visit www.ibo.org*

Mission: Empowering all learners through curiosity, equity, excellence and strong foundations for lifelong success!

Vision: Inspiring inquirers and thinkers to grow, lead, and thrive in a global community.

Philosophy

Copeland Elementary International Baccalaureate world school for the PYP (Primary Years Program) believe in the importance of developing culturally aware, well rounded, balanced global citizens who are able to balance their intellectual, emotional and social development. As a public school in Augusta, Georgia, we accept all students regardless of their race, sex, gender, or exceptionality in an inclusive environment. We believe in fostering a school community and learning environment that is inclusive and promotes a deeper understanding of different perspectives that will enhance creativity, innovation and progression. We acknowledge that students come with a variety of academic and physical needs. By recognizing the diversity of our collective learning community, we support the development of internationally minded people. The needs include but are not limited to:

- specific learning disabilities
- language and communication disorders
- emotional and behavioral difficulties
- physical difficulties that may affect mobility
- sensory impairments (visual or hearing difficulties)
- medical conditions (such as asthma, epilepsy and diabetes)
- mental health conditions (such as attention deficit hyperactivity disorder and anxiety)
- gifted and talented students
- ELL (English Language Learners)

Practice

Individual Education Plans (IEP's), Early Intervention Program (EIP), Gifted Education Plans (GEP's), English Language Learners (ELL) and Individual 504 plans provide the obligations that need to be met in order for a student to learn in the least restrictive environment. Student are education the majority of the time in general education environments and with appropriate support services. Identified students receive support from teachers with specialized certifications through a co-teaching or pull-out program model. The organized structure supports diversity, equity and inclusion in our program and community. The policies on inclusion and admission are aligned with the school's mission statement, beliefs and vision.

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There is access to a certified resource teacher and a speech therapist as needed. Screening and testing of potential special needs students are addressed at the district level.

Resource services are individualized to meet the unique needs of students who have disabilities. These services are provided according to IEP's, GEP's and 504 plans. Compliance with and updating of these plans are the responsibility of the resource teacher, school administrators, counselors and parents.

Differentiation

At Copeland, grouping within classrooms, tiered lessons, use of pre-assessments and formative assessments, teachers are able to discover students' strengths and areas to focus targeted instruction. All students receive instruction that enables them to succeed.

Rights and Responsibilities of the School Community

Copeland Elementary School believes that creating an inclusive learning community is a shared responsibility. All members of the school community play an active role in ensuring equitable access to learning and full participation in the IB Primary Years Programme.

Students

Students have the right to:

- Learn in a safe, respectful, and inclusive environment.
- Receive equitable access to the IB Primary Years Programme.
- Receive appropriate accommodations and supports based on identified learning needs.
- Be respected for their identities, cultures, languages, abilities, and perspectives.
- Participate fully in academic, social, and extracurricular opportunities.

Students are responsible for:

- Actively participating in their learning.
- Respecting the rights, differences, and perspectives of others.
- Demonstrating the attributes of the IB Learner Profile.
- Seeking support when needed.

Parents and Guardians

Parents and guardians have the right to:

- Be informed about their child's learning, progress, and support services.
- Participate in educational planning, including IEP, 504, SST, and other support meetings when applicable.
- Access school policies and communicate with school personnel.

Parents and guardians are responsible for:

- Collaborating with school staff to support student success.
- Sharing relevant information that supports their child's educational needs.
- Participating in conferences and meetings when appropriate.
- Supporting regular attendance and engagement in learning.

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Teachers

Teachers have the right to:

- Receive professional learning and instructional support.
- Collaborate with colleagues to meet diverse student needs.
- Access resources necessary to implement inclusive practices.

Teachers are responsible for:

- Differentiating instruction to meet diverse learning needs.
- Implementing accommodations and modifications as required by IEPs, 504 plans, EIPs, GEPs, and language support plans.
- Creating inclusive, inclusive inquiry-based learning environments.
- Monitoring student progress and collaborating with support staff and families.

School Leadership

School leaders have the right to:

- Access district and IB resources that support programme implementation.

School leaders are responsible for:

- Ensuring compliance with federal, state, district, and IB requirements.
- Providing staffing, resources, and professional learning that support inclusion.
- Monitoring implementation of this policy.
- Promoting a culture of belonging, equity, and international mindedness.

Specialized Support Staff

Specialized support staff have the right to:

- Collaborate with teachers and school leadership to support student success.
- Access student information necessary to provide appropriate services.
- Participate in collaborative planning and professional learning.

Specialized support staff are responsible for:

- Implementing specialized services and accommodations.
- Collaborating with classroom teachers and families.
- Monitoring student progress.
- Maintaining confidentiality.
- Supporting equitable access to the IB Primary Years Programme.

District Leadership

District leaders have the responsibility to:

- Establish policies that promote equitable access to education.
- Allocate resources to support inclusive programming.
- Ensure compliance with federal, state, district, and IB requirements.
- Provide guidance and professional learning to support implementation.

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Stakeholders will become aware of this policy through professional development, and all others will be aware through the publication of this policy on the school website.

Definition of Inclusion

Copeland's inclusion policy consists of educating all students in their least restrictive environment. For most students, the least restrictive environment begins in the general education classroom setting with a co-teaching model. However, students also receive instruction in a small group environment according to their IEP or 504 plan. Some students receive two periods of EIP services that may require instruction outside of the whole group. Overall, students are in various tiers due to their needs, regardless of the level of instruction, all students participate wholly in the IB PYP Program at Copeland Elementary School.

Copeland supports IB's program and philosophy by allowing access for all students, even those with special education needs, 504, and EIP. Collaborative planning and teaching differentiates instruction to meet students' diverse learning needs and styles. Students are placed in their least restrictive environment, with many being in the general education setting. Those in the pullout setting receive full access to the IB PYP program as well.

The RTI (Response to Intervention) Committee

The RTI Committee process is a state-mandated and school-based intervention process. The RTI Committee serves as the basis of Tier 3 – RTI services. The purpose of the RTI Committee is to provide support to students and teachers in order to improve student achievement. The RTI Committee is comprised of teachers, resource personnel, administration, and when necessary, the parent and the student. The team works to address learning/behavior difficulties by students. This includes students who are medically challenged, display behavioral challenges or who show little growth in academic progress.

Response to Intervention (RTI)

Copeland Elementary school follows Georgia's three-tiered Student Achievement Pyramid of Interventions to provide appropriate and effective Response to intervention, which incorporates universal screening, targeted interventions, and a team approach to the creation, development and implementation of services. Tiers I and II interventions take place in the general education setting by grade level teams. Tiers II interventions are implemented in part by EIP teachers in math and literacy. Documentation from each tier is utilized regarding the types of interventions used and the movement of students between tiers. Tier III interventions and services are facilitated by the RTI Committee. The RTI Chairperson ensures that the program is implemented with fidelity and decisions are made according to data and indicators of student progress. Tier IV interventions and SPED and services are facilitated through specialized programs such as ESOL, and Gifted instruction and Special Education

Early Intervention Program (EIP)

The Early Intervention Program (EIP) is designed for students in grades K-5 who are at risk of not reaching or maintaining grade level performance and provides intervention strategies and service for qualifying



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students to remediate foundational skills needed for academic success. The EIP program provides additional instructional support and resources to help students who are performing below grade level. The goal is to help students obtain the necessary academic skills.

Section 504

The Rehabilitation Act of 1973 prohibits discrimination against persons with disabilities in a section referred to as 504 and covers both children and adults. Section 504 applies to programs that receive federal funding and prohibits any form of discrimination against individuals whose physical or mental impairment substantially limits major life activities including: caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, working and learning. Under Section 504, schools must provide students with disabilities equal opportunity for success. At times, students who have temporary medical conditions or temporary disabilities will receive 504 accommodations. Accommodations are delivered and monitored through the Student Support Team (SST)

Gifted and Talented

The Gifted program the Resource Model. Resource model students meet face to face and are pulled out for gifted services. Resource model students receive five segments per week of enrichment instruction. Students also participate in ACE the Day, which requires 15 minutes of study skills per subject that goes along with the standards be taught. The gifted teacher works with the classroom teachers to ensure that students are receiving support within the classroom. In effort to ensure our Gifted Program meets the PYP program

standards and practices, the gifted teacher has attended an IB Category 1 Training and will begin working with the IB Coordinator to ensure the fidelity of the IB program is carried through to the gifted program. The gifted teacher and the IB Coordinator will begin to meet a minimum of once per nine weeks terms to align the gifted curriculum with the aims of the IB.

Testing – Gifted

Testing occurs in the Spring. The following tests are used to determine gifted qualifications:

Stanford 10 – measures achievement

CoGat – measures mental ability

Torrance test of creative thinking – creative ability

Along with the tests listed above, the Gifted Program also offers the Talent Development Program. This program is designed for high achieving students that are close to passing the gifted test. These students are pulled out to further develop creativity and motivation in effort to get students ready for the upcoming year of testing.

Confidentiality

Copeland Elementary confidentiality of student records reflects the policy guidelines in the Parental Rights for Special Education. Student' educational records are private. Parents are only permitted to have copies of their child's records. School employees who are involved with a student may see the student's records and do not require parental permission. However, school personal are obligated to keep a student's records confidential. No one else is permitted to see student records without consent from the parent.



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Ongoing Review of the Inclusion Policy

Responsibility for ensuring the successful implementation and evolution of the Inclusion policy will be held by the pedagogical leadership team, the RTI Committee as well as the IB Steering Committee. Communication of the Inclusion policy will extend to parents, teachers and local stakeholders in the community.

Resources

IB Conference of the Americas 2014 Washington DC July 10-13 Presentation

<https://www.ibo.org/contentassets/60d1e68eafc7437faf033f8d9f5c6d6d/saturday-ib-inclusion-jayne-pletster.pdf>

IB Programme Standards and Practices 2014

JOHN HERBERT PHILLIPS ACADEMY- PYP Parent information

<https://www.bhamcityschools.org/Page/24871>

Making the PYP Happen © International Baccalaureate Organization 2007, 2009

PYP Special Needs Policy – International Community School

<https://d3n6zndih27jqw.cloudfront.net/content/uploads/20161129130424/PYP-SPED-POLICY.pdf>

South Smithfield Elementary School - Inclusion Policy <https://www.johnston.k12.nc.us/Page/21763>

The IB Community Blog: What is Inclusion? August 26th 2016 <https://blogs.ibo.org/blog/2016/08/26/what-is-inclusion/>

Policy Review History

Revision: 4/22/21

This policy was written by the PYP Coordinator and Special Education Department. This policy was reviewed and edited by the Assistant Principal, School Counselor, EIP teachers, Special Education Department, RTI Committee and IB Steering Committee

Revision: 12/11/21

This policy was reviewed by the faculty in November of 2021. Edits were submitted via Canvas.

Revision: 10/23/23

This policy was revised by the Pedagogical Leadership Team in October of 2023. The edits were submitted via hard copy documents.

Revision: 02/24/25

This policy was revised by the PYP Coordinator and reviewed by the Pedagogical Leadership Team.

Revision: 03/09/26

This policy was revised by the PYP Coordinator and reviewed by the Pedagogical Leadership Team.

Revision: 08/05/2026

This policy was reviewed during the IB evaluation documentation submission process. This policy was edited by the IB Coordinator based on feedback from the IB Concierge.

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