



LEGETTE BLYTHE ELEMENTARY SCHOOL INCLUSION POLICY

Mission Statement

Through Programs of Inquiry and along with the International Baccalaureate learner profile, our mission is to ensure that each child experiences unique opportunities to become innovative problem solvers who work collaboratively in an atmosphere of mutual respect and appreciation.

Beliefs/Philosophy

Blythe staff members understand the importance of diversity of learning styles, language, and abilities in effective education. Lessons are designed to incorporate multiple learning styles and appropriate strategies to facilitate a successful learning experience for all students. As student needs are identified, formal accommodations are implemented to ensure equity within classrooms.

Best Practices

Teachers and administrators highly value current best practices in teaching and learning. A focus on the IB Learner Profile is a part of the everyday curriculum. Students who score well below grade-level, based on universal screening assessments, enter a Multi-Tiered System of Support (MTSS), which provides additional support based on student need in literacy and mathematics and/or for behavioral concerns. All students are eligible for MTSS interventions, which may include additional small group instruction, which could include a focus on skills such as decoding/encoding strategies, comprehension, counting, and computation.

Some students require more intensive support or enrichment than is possible via core instruction interventions; these students typically fall into one of the following categories:

Exceptional Children

Identification - After reviewing the interventions completed, if the student is not making progress toward the targeted goals, a referral for potentially going through the special education referral process will begin. This will require the team to meet and review the current data to determine whether or not to move forward with the formal evaluation process. If formal evaluations are deemed necessary, the student is evaluated and the team reviews data to determine qualification for EC services. If the team decides a

Updated August 18, 2023

student qualifies for services, an IEP is written to address the present deficits based on the formal evaluations and observations.

- Rights and responsibilities (student and parent)
 - A handbook is sent home to parents that outlines the rights and responsibilities for parent, student and school based staff.
- Services (speech, behavioral, pull-out, push-in, etc.)
 - Related services are determined by the evaluation process.
 - Service delivery (resource or push in) is determined by the severity of deficits. For example, if the student is far below grade level, resource is a more appropriate method of service delivery.

Academically/Intellectually Gifted

Academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high-performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. (Article 9B (N.C.G.S. § 115C-150.5-.08)

- **Student rights and responsibilities-** Students have the right to consistent opportunities for enrichment and acceleration and differentiated instruction to meet their academic, social, and emotional needs as a gifted/advanced learner. Students are responsible for developing in their areas of talent and for consistently engaging in learning opportunities to produce products that support evaluation in the following areas of performance:
 - **Communication and Collaboration Skills** (written, spoken, and nonverbal)
 - **Critical Thinking and Problem Solving** (analyzing, evaluating, and reasoning)
 - **Creativity and Innovation** (innovative thinking, new solutions, originality, products)
 - **Personal Growth** (motivation, social/emotional, and academic/intellectual awareness)
- **Parent rights and responsibilities-** Parents have the right to refer their child for screening/rescreening for gifted identification (See Identification). Families of students formally identified have the right to consistent communication and collaboration within our TD Catalyst model through the following measures:

Updated August 18, 2023

- Annual DEP Meeting- to review the Talent Development program at our school, the role of the TD Catalyst Teacher, services and an overview of annual curriculum plans and goals
- Quarterly communication via the [Blythe TD website](#)
- EOY Performance Reviews
- **Identification-** In addition to the Universal Screening that occurs in 2nd grade, parents, teachers, and counselors have the right to refer a child for screening/rescreening for gifted identification. All decisions for screening/rescreening are made at the school level and must be approved by the Talent Development Site-Based Committee. Multiple criteria are used to identify students as gifted. Students accumulate points on our [2022-2025 CMS Gifted Identification Rubric](#) through aptitude and achievement assessments, as well as informal assessments (for CMS second graders only).
 - Aptitude Assessment
 - CogAT- students performing above the 77th percentile earn points on the gifted identification rubric.
 - Achievement Assessment-students performing above the 77th percentile on the achievement measures below earn points on the gifted identification rubric.
 - Measures of Academic Progress (MAP)
 - North Carolina EOG/EOC
 - Iowa Assessments
 - Informal (2nd grade only)
 - Gifted Rating Scales
 - Portfolio- CMS 2nd graders, who remain unidentified after aptitude, achievement, and informal assessment opportunities, must meet one of the following criteria in order to participate in the portfolio:
 - Score in the 84th percentile or higher in three or more domains on Gifted Rating Scales (GRS) with at least one occurring in Intellectual, Academic, or Creativity domains.
 - Score in the 77th -88th percentile on the overall age composite on CogAT.
 - Earn 6 points on the Gifted Identification Rubric through the Achievement Assessment.
 - Score in the 77th percentile or higher on any battery of the CogAT assessment and have one of the following factors:
 - Multilingual Learner
 - Exceptional Child
 - McKinney-Vento
 - Chronic Absenteeism

- Multiple entry points within 24 months
- Attends a Title I or Low Performing School

Identification Label	Description	Pathways to Identification
Academically Intellectually Gifted (AI)	Student demonstrates high intellectual capacity and high academic performance.	<ul style="list-style-type: none"> ● Student accumulates a minimum of 12 points through... <ul style="list-style-type: none"> ○ Aptitude testing ○ Aptitude and achievement testing ○ Aptitude testing and GRS percentiles
Intellectually Gifted (IG)	Student demonstrates high intellectual capacity but has not yet demonstrated high academic performance.	<ul style="list-style-type: none"> ● Student scores in the 89th-95th percentile on aptitude assessment and does not identify as gifted in any capacity after achievement testing.
Academically Gifted (AG)	Student exhibits high performance capability in reading and math and possesses a strong capacity for learning.	<ul style="list-style-type: none"> ● Student accumulates a minimum of 12 points through... <ul style="list-style-type: none"> ○ Aptitude, achievement, and GRS percentiles ○ Achievement testing and GRS percentiles ● Student earns minimum number of points on the CMS Portfolio Scoring Matrix.
Academically Gifted Reading (AR)	Student demonstrates strength in the area of reading with substantially high levels of accomplishment.	<ul style="list-style-type: none"> ● Student accumulates 6 or more points on the CMS Gifted Identification Rubric as a result of verbal aptitude percentile combined with reading achievement percentile scores.
Academically Gifted Math (AM)	Student demonstrates strength in the area of mathematics with substantially high levels of accomplishment.	Student accumulates 6 or more points on the CMS Gifted Identification Rubric as a result of quantitative or quantitative/nonverbal aptitude percentile combined with math achievement percentile scores.

- **Services-** Classroom teachers and the Talent Development Teacher share responsibility for the education of gifted and advanced learners and provide

appropriate learning experiences in heterogeneous classrooms. Differentiated Education Plans (DEPs) are collaboratively developed between TD Teachers and classroom teachers and are required for all identified 2nd-5th graders. DEPs document how the academic, intellectual, and social emotional needs of gifted learners are met by the Talent Development Catalyst Model through:

- Differentiated Instructional Delivery
- Building Capacity & Support of Classroom Teachers
- Advanced Instructional Strategies
- Advanced Content & Resources
- Social Emotional Learning
- Enrichment & Co-Curricular Opportunities

Multilingual Students

Students' home languages are celebrated at Blythe. Parents and families are encouraged to use their home languages to help their children, and resources on how to do so are frequently shared by the Multilingual Language specialists.

- **Parent Rights and Responsibilities** - Parents and guardians have the right to receive all information in their home language. This is achieved through the use of Google Translate, the Telephonic Interpreter Services line, and through the use of translators provided by the Multilingual Learner department. Parents and guardians receive annual notification letters of their student's English proficiency testing and service levels. Parents have the right to decline Multilingual Learner services, but their students are still considered to be multilingual learners for monitoring and accountability purposes.
- **Identification** - Any student who has a language other than English listed on his or her enrollment form is screened for the Multilingual Learner (ML) program using the WIDA Screener. Students who score below the North Carolina cut scores are considered to be multilingual learners and are eligible for services.
- **Services** - While all students are language learners, multilingual learners receive differentiated instruction based on their English proficiency levels, which are novice, intermediate, advanced, and consultative. Each student has an individual Multilingual Learner Plan, which lists the student's goals, service levels, classroom modifications and testing accommodations. ML teachers and classroom teachers collaborate to monitor the progress of multilingual learners in both content and language. Students who score in the novice or intermediate ranges most often receive daily instruction in the ML classrooms. Advanced students receive instruction several times a week in the ML classrooms. Consultative students who show grade level proficiency are monitored by ML teachers and classroom teachers. All students who score below a level 5 in the

Updated August 18, 2023

reading domain on annual ACCESS tests receive classroom and testing accommodations to ensure equitable access to content instruction.

Inclusion

Exceptional and Multi-Language Learner (ML) students at Blythe are taught through inclusion in the general education classroom and through pullout sessions. Exceptional children and ML specialists meet on a regular basis with classroom teachers to ensure the students' learning needs are being met. Teachers use multisensory approaches to address students' specific learning styles. Every effort is made to ensure that all teachers consider the learning needs of the students while planning for the transdisciplinary units of study.

Differentiation

At Blythe, differentiation is an ongoing practice. Teachers work to identify student strengths and weaknesses in order to meet each learner's needs. Blythe utilizes the Multi-Tiered System of Supports (MTSS) to support students academically. Student progress is continuously reviewed through progress monitoring, formative and summative assessments, as well as teacher observations. The Exceptional Children's teachers, Multilingual Learner teachers, general education teachers, parents, and students meet annually, or as needed, to review and update student goals.

Inclusion Policy Reviewing Process

The Inclusion Policy will be reviewed by the staff and School Leadership Team by the end of September. The policy will then be revised as needed.

[Staff Review August 21, 2023](#)