



Philosophy/Purpose

Burgess-Peterson Academy aims to provide an inclusive environment where all students have access to and a right to participate in an IB education. The purpose of this policy is to guarantee these rights and outline how barriers to teaching and learning can be removed and/or reduced. It is our goal to strive towards meeting the needs of all our learners academically, socially, and emotionally. In doing so, we recognize the diverse backgrounds of all our learners.

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

BPA 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 Multi-Tiered System of Support (MTSS) approach and the Early Intervention Program (EIP) (see below).

MTSS/SST/RTI

BPA 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. Co- teaching within the general education classroom
2. Supportive instruction within the general education classroom
3. Consult services



4. Small group instruction
5. Self-contained classes

BPA 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). 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

BPA 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

BPA 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 BPA, approximately 75 of our students have been identified as Gifted and Talented based on multiple measures of creativity, motivation, and cognitive ability. These students are provided services by our Gifted Lead Teacher and/or their homeroom teacher(s) who are credentialed to serve the needs of students who are identified as gifted. BPA uses the cluster model (where gifted students are "clustered" together in homerooms where the teacher is appropriately credentialed) in grades 1-4 and the resource model in 5th grade only. These 5th graders receive support in the classroom of our Gifted Lead Teacher. The 2023/2024 school year marks the end of the Resource Model at BPA. Over the past four years, we've worked to increase the number of homeroom teachers who are credentialed to support gifted learners. We now have sixteen teachers who



are “gifted endorsed.” Two additional teachers are working to complete their credentials this school year. By the end of this school year, there will be at least one gifted endorsed teacher at every grade level.

Collaborative Partners

At BPA, 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
Parents & Students
Administrative Team

Inclusion Policy Review

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

Plan of Communication

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

Sources

IBO Access and Inclusion Policy Manual:

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

Parkside Elementary School Inclusion Policy:

<https://www.atlantapublicschools.us/cms/lib/GA01000924/Centricity/Domain/15253/INCLUSION%20POLICY%20-Updated.pdf>

Beecher Hills Elementary School Inclusion Policy:

<https://www.atlantapublicschools.us/Page/65723>

Georgia Department of Education:

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