

## **Philosophy**

At West Manor Elementary, we believe that every student has unique learning needs and deserves access to an inclusive, supportive, and high-quality education. We are committed to fostering an environment where students of all abilities, backgrounds, and learning styles can thrive academically, socially, and emotionally within our IB Primary Years Programme (PYP).

By embracing diversity, providing differentiated instruction, and cultivating international-mindedness, we support students with special education needs, gifted learners, English Language Learners (ELLs), and all others. We aim to develop caring, knowledgeable, and reflective individuals who respect and value diverse perspectives.

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## **Inclusive Practices at West Manor**

West Manor ensures that students with disabilities, gifted students, and ELLs are included in the general education environment to the fullest extent possible through:

- **Co-Teaching Models:** General and special education teachers collaborate within classrooms.
- **Differentiated Instruction:** Lessons are tiered and individualized to meet diverse needs.
- **Specialized Support:** Delivered through special education teachers, paraprofessionals, intervention specialists, and assistive technology.
- **Gifted Education:** Enrichment and extension opportunities are integrated into the curriculum.
- **ELL Support:** Targeted instruction to develop English proficiency while fully engaging students in the Units of Inquiry.

Inclusive strategies are embedded across all Units of Inquiry, ensuring that learning engagements support every student's growth in conceptual understanding, Approaches to Learning (ATL) skills, and Learner Profile attributes.

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### **Differentiation and Academic Support**

- **Pre-Assessments and Formative Assessments:** Guide instructional planning.
- **Flexible Grouping:** Dynamic groupings based on student strengths, interests, and needs.
- **Assistive Technology:** Text-to-speech tools, audiobooks, and visual supports.
- **Individualized Learning Plans:** Tailored pathways that promote student agency.
- **Extended Learning Opportunities:** Small group instruction, tutoring, sensory breaks, and self-regulation supports.

Students are actively involved in setting goals, selecting accommodations when appropriate, and reflecting on their learning journey.

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### **Stakeholders and Responsibilities**

- **Students and Parents:** Engage in learning and collaborate on identifying supports and goals.
  - **General Education Teachers:** Deliver differentiated, inclusive instruction.
  - **Special Education, Gifted, and ELL Teachers:** Provide targeted interventions and collaborate with classroom teachers.
  - **School Psychologists and Counselors:** Promote emotional and social well-being.
  - **Administrative Team:** Ensure compliance, provide resources, and monitor effective inclusion practices.
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### **Communication and Awareness**

- Staff receive professional development on inclusive practices and ATL skill development.
  - The Inclusion Policy is shared via the school website, parent handbooks, and family information sessions.
  - Students participate in classroom discussions about diversity, equity, and inclusion.
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## **Legal Compliance and Student Rights**

West Manor adheres to all local, state, and federal laws, including:

- **Individuals with Disabilities Education Act (IDEA)**
- **Section 504 of the Rehabilitation Act**
- **Family Educational Rights and Privacy Act (FERPA)**
- **Atlanta Public Schools Response to Intervention (RTI) Framework**

These laws ensure Free Appropriate Public Education (FAPE) and protect students from discrimination.

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## **Promoting Identity, Well-Being, and ATL Development**

West Manor fosters student confidence, cultural identity, and social-emotional growth through:

- **Social-Emotional Learning (SEL) Programs**
  - **Celebrations of Cultural Diversity and Achievement**
  - **Inclusive School-Wide Events and Incentives**
  - **Positive Behavioral Interventions and Supports (PBIS)**
  - **Integration of ATL skills** (self-management, social, communication, thinking, and research skills) into daily instruction and support plans.
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## **Monitoring and Evaluating Inclusion Effectiveness**

The Inclusion Team:

- Reviews feedback from students, families, and staff annually.
  - Collects data on student engagement, achievement, and well-being.
  - Monitors the success of accommodations and inclusive practices.
  - Revises practices based on evidence and stakeholder input to ensure continuous improvement.
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## **Plan for Policy Review and Revision**

The Inclusion Policy is reviewed annually by the IB Coordinator, Administrative Team, Special Education Team, ELL Specialists, Gifted Program staff, teachers, and parent representatives. Revisions are made based on:

- Reflective practices
- Student achievement data
- Changes in legal requirements
- Evolving best practices in inclusive education

Updates are communicated to all stakeholders through staff meetings, family newsletters, and the school website.

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## **References and Resources**

- Atlanta Public Schools Special Education, Gifted Education, and ELL Policies
- Georgia Department of Education (GADOE)
- U.S. Department of Education

- International Baccalaureate Organization (IBO) "Learning Diversity and Inclusion in IB Programmes"

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