

Westward Elementary
Inclusion and Diverse Learners Policy
Revised May, 2023

Purpose

Westward ensures that all students are provided equal access to the IB and state curriculum and opportunities for academic rigor.

To emphasize that all students and staff are encouraged to embody the IB Attributes/Learner Profile including supporting them as risk-takers, fostering compassion and communicating effectively

To foster a curriculum that is creative and differentiated to support all our students in reaching their unique potential

- Exceptional Student Education (ESE) refers to any student who shows a need for extra support or exceptional challenge beyond the general curriculum. We recognize the wide spectrum of needs and abilities along a continuum, including students with learning disabilities as well as the gifted and talented.
- Differentiation refers to any modification to instruction or assessment in order to meet individual needs.
- Stakeholders refers to anyone with a vested interest in the success of that student such as a parent, guardian, teacher, counselor, administrator, IB coordinator, and of course the student themselves.
- To communicate the responsibilities of all stakeholders in the success of students with special needs
- Stakeholders refer to anyone with a vested interest in the success of that student such as an ESE coordinator, coaches, parent, guardian, teacher, administrator, IB coordinator, and of course the student themselves.
- To ensure that all students receive equitable access to the curriculum despite difference in social or educational needs that may include, but are not limited to:
 - Learning disabilities
 - Communication disorders
 - Emotional and Behavior disorders

Physical disabilities
Sensory impairments
Medical conditions
Mental health conditions
Gifted and talented
English language learners

Common Practices and Philosophy for all students

- We promote International-Mindedness in all students and encourage personal reflection using the Learner Profile/Attributes
- We are committed to teaching through inquiry in all classes
- We provide pathways to second language acquisition for all students in addition to supporting mother tongue language
- We provide support for all students to participate and complete the culminating project for the IB programs (Exhibition)
- We encourage all students to take-action and extend their learning in ways that help their community Assessment
- Use a variety of monitoring tools and strategies to plan for differentiation based on students' needs
- We assess for prior knowledge
- We use scaffolding to help students build and make meaning of abstract concepts
- We use resources that reflect the diversity of our learning community
- Provide extended learning through the Extended Learning/Saturday and after school tutoring

Assessment

- All teachers will utilize a variety of formative and assessments to determine the individual student needs and abilities and to tailor subsequent instruction
- Whenever possible, teachers will develop summative assessments that are differentiated to provide necessary modification, challenges and student choice.
- Students who appear to have special education needs and abilities and who have then been identified as requiring IEPs or 504's will have all

their modifications addressed not only in the classroom but with the IB curriculum.

Documentation

- Date relating to the academic achievement of all students is confidential outside of the student's IEP or 504 team
- Progress of students receiving accommodations will be monitored and documentation of all services provided will also be used to revise IEP's and 504's on an annual basis
- When students change schools or move from one IB program to another, all cumulative folders will also be transferred

Staff development and Collaborative/Responsibility

- It's our goal that all teachers receive IB training to promote understanding of the IB philosophy, the school's IB policies
- School makes yearly plans for staff development and will include in that plan time for horizontal and vertical collaboration on curriculum, assessment, student learning and plans for differentiation
- Westward staff use their Professional Learning Community (PLC) time and other agreed upon meeting times to collaborate regarding individual student progress and strategies for differentiation
- Support is provided to our students with varying exceptionalities through our ESE Department. The "push-in" and "pull-out" models are both utilized depending on the student's needs. The ESES teacher and/or Speech and Language Pathologist collaboratively plan with the classroom teacher to support the academic needs of the students. This includes the development of language skills.
- There is currently an ESE Coordinator, ESE teachers, Psychologist, as well as a Speech Therapist
- Modifications and resources are provided based on student IEP's. Celebrate diversity throughout the school year (Choice Showcase, Awards Ceremony, Hispanic, Black History and Haitian Months) etc.

Annual Review

- The Exceptional Student Education Policy will be reviewed annually in the fall with the entire staff.
- Annually, by the end of September, the ESE coordinator and team will inform new staff members of the policy

Policy Committee

Bernadette Beneby- PYP Coordinator

Bobbie Brooks (Principal) Jessica Jelks Head of School

Administration Team (Nehemie Duval, Terill Ridgell, Donna Russo, Brandine, Mrs. Reisner, Woodard,)

References

Candidates with special assessment needs (MyIB)

Special Education and Learning Needs Guide (MyIB)

Inclusion Practices for Special Needs Students at Palm Beach School District