

Wilton Manors Elementary IB World School

Inclusion Policy

School Inclusion Vision

Inclusion is the practice of educating all students together – students with disabilities and students without disabilities – side-by-side in the general education setting in their school. It is based on the premise that students with disabilities can be full participants in their classrooms and in the local school community. Students with disabilities can receive specially designed instruction and supports in all school settings and school sponsored community events.

We believe inclusion is a civil right. An inclusive school provides an atmosphere that promotes a sense of belonging, equality, acceptance, and individual worth. We value diversity and difference and believe them to be key aspects of becoming internationally minded. All students at our school benefit from highly effective, research-based instruction and assessments through our IB Primary Years Programme.

Principles of Inclusion

Students with disabilities will:

- Improve skills using the Approaches to Learning – thinking skills, research skills, communication skills, self-management skills, and social skills
- Increase academic achievement and positive behavior
- Foster the development of relationships with peers without disabilities at school and in the community
- Build self-esteem and self-confidence

Students without disabilities will:

- Benefit from the strategies used to support students with disabilities
- Increase awareness and sensitivity to human needs, differences and diversity, and social justice

Teachers will:

- Become more skilled in teaching all students through professional learning opportunities related to inclusion
- Learn to share responsibilities for educating all students
- Develop more professional relationships through collaboration

Collaborative Teams

At Wilton Manors Elementary IB World School, we believe it is important to develop collaborative teams to create a student-centered approach to scheduling. Because schedules are based on student needs, effective teams regularly consult, plan, and problem-solve to analyze the needs of our students. These meetings determine service delivery models.

Team members will include:

- General and Special Education teachers – work together to provide support with general curriculum
- The Autism Coach - provides support to teachers, students, and families

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- The ESE Specialist - provides support to teachers, students, and families
- Related Service Providers - occupational therapists, physical therapists, speech therapists, and counselors provide support to students
- Educational Support Personnel - school psychologist and social worker provide support to teachers, students, and families
- Families - create a school/home connection

Accessing the General Education Curriculum

In accordance with Federal and State Law, all students with disabilities must have access to the general education curriculum, alongside general education students whenever possible. In Florida, this means all students must receive instruction aligned with the BEST Standards and Next Generation Science Standards.

Students with disabilities access the general education curriculum through:

- Use of Universal Design for Learning
- Differentiation of instructional methods
- Individualized accommodations and supplemental aids, which are utilized throughout the day, in all subject areas, including Specials classes
- Participation in the Florida Assessment of Student Thinking (FAST), with accommodations, as designated by the student's Individualized Education Plan (IEP). The different forms of accommodations that are available are:
 1. Assistive Technology
 2. Reader
 3. Scribe
 4. Extended Time
 5. Simplified Language
 6. Paraphrasing
 7. Behavior Modifications

Each student's IEP provides details about the specially designed instruction, supports, and services that the student receives, and indicates goals and necessary accommodations or modifications.

A small number of students with significant cognitive disabilities access curriculum through Access Points that are aligned with grade level curriculum. Students are placed on Access Points after a cognitive evaluation has determined the student has a most significant cognitive impairment, interventions and modifications have been implemented, and data has been collected that reflects the success of the interventions and modifications.

Students who are on Access Points will access the curriculum through:

- Curricular modifications based upon Access Points and Unique Curriculum
- Participation in the Florida Alternate Assessment (FAA) aligned with Access Points and Florida Standards

Services Provided to Support Students

- English Language Learner (ELL) support
- Autism Spectrum Disorder (ASD) classroom teachers and contacts
- Occupational and physical therapy
- Speech services
- Gifted teachers and contacts

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- Additional reading and math interventions provided by coaches and support instructors
- Exception Student Education (ESE) Facilitator

Instructional Practices that Support Inclusion:

- Differentiated instruction
- Flexible grouping
- Universal Design for Learning
- Multi-sensory instruction
- Assistive/instructional technology
- Tiered lessons-including MTSS academic and behavioral supports
- Cooperative learning
- Formative assessment
- Accommodations and/or modifications
- Visual supports
- Positive behavioral supports – social emotional learning and the Learner Profile (its importance in empowering students) help support our school's inclusive community.
- Peer supports – within and outside of, our Star Pals program

Wilton Manors IB World School has created a peer-to-peer mentoring program called Star Pals. Star Pals provide peer support and become role models for students in the autism and general education classrooms. Currently, 53 students act as Star Pals and work to provide support for thirty minutes, one day per week, during scheduled activities. This program provides many opportunities for general education students as well as students with ASD. They all learn to relate to people's unique needs and engage in a culture of collaboration and mutual respect. This encourages student leadership and responsibility and incorporates the attributes of the Learner Profile.

Review Process

Updated by: Michelle Miossi, October 2024

Reviewed by: Team Leaders, November 2024

Next review: 2025-2026 school year