



## **Wesley International Academy Statement of Inclusion**

As an IB school invested in supporting the needs of all learners, Wesley remains committed to recognizing students' individual strengths and developing personalized plans to improve their respective areas of weakness. In so doing, Wesley believes that students learn best when placed in heterogeneous groups that allow students to interact with students of varying academic and personal backgrounds. This not only prepares them for a global, real-world experience upon completion of the IB program but also supports the development of critical inquiry and a de-centering of any one perspective.

For students who qualify and receive special accommodations such as gifted and special education services, they will receive these services in accordance with state and federal legal requirements and guidelines. If a student is "pulled" for a certain service, teachers collaborate to make sure that this does not impede a student's opportunities to engage with all other students on the grade-level. In so doing, Wesley offers inclusion-based models where services are delivered and rendered to students in the general education classroom whenever possible.

In keeping with IB's emphasis on transdisciplinary learning, material is taught through the lenses of the IB units of inquiry. This allows students to learn not through individualized disciplines but conceptually. For instance, the study of water is not limited to science but examined from each perspective of the traditional disciplines (ie. social studies, math, etc.). Students may be divided into groups based on comprehension of a particular skill or subject area from time to time. However, the time spent in skill-based groups is designed to complement rather than supplement the interdisciplinary teaching that occurs throughout the day.

Wesley's instructional program infuses the study of positive citizenship through the incorporation of the IB learner profiles. Students study and implement these qualities throughout the day beginning with morning meeting in PYP. Positive citizenship is not studied in isolation but in concert with the IB mission, it is incorporated throughout the student's entire day. Wesley's commitment to its diverse community is reflected in the school's non-discrimination policy, 1:1 technology initiative students and commitment to holistic support for the families of all Wesley students.



## FAQ

### **What is the process for special education testing and gifted identification?**

Wesley complies with all federal and state requirements for the identification of both gifted and special education. For more information on special programs, please consult the APS website here:

<https://www.atlantapublicschools.us/Page/20890>

<https://www.atlantapublicschools.us/Page/43576>

For more information on these programs at Wesley, please reach out to the following individuals:

Special Education: Emma Peterson, [emma.peterson@wesleyacademy.org](mailto:emma.peterson@wesleyacademy.org)

Gifted Program: Melanie Dukes, [melanie.dukes@wesleyacademy.org](mailto:melanie.dukes@wesleyacademy.org)

MTSS (RTI) Program: Maggie Street, [maggie.street@wesleyacademy.org](mailto:maggie.street@wesleyacademy.org)

### **What types of special education models does Wesley offer?**

Wesley provides resource and co-taught classes for students who qualify for such support. These decisions are made by the IEP team whose focus remains on providing students with accommodations and modifications to be successful life-long learners at Wesley and beyond.

### **What does gifted education look like at Wesley?**

Gifted education is delivered with the general education setting by a classroom teacher who is also gifted certified. The goal is to have all teachers certified in gifted education particularly since the instructional skills that support gifted learners also benefit all learners regardless if they qualify for gifted support.