Springwoods Village
Middle School

MYP Inclusion Policy

*Culture 2:1 The school implements and reviews an inclusion policy that meets IB guidelines*

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**Campus and District Philosophy**

**Our Special Education Beliefs:**

- With the proper support and opportunities, every student can learn and succeed
- Learning differences and disabilities are to be respected
- Parents of children with special needs should be viewed as valuable partners
- Collaboration between special education and general education staff is imperative
- All school staff are responsible for meeting the individual needs of students
- Language differences are not disabilities, nor should they be a barrier to special education supports and service
- All special education services should aim to minimize the impact of a disability while maximizing opportunities for students to participate in the general curriculum
- Involving students with special needs in decisions affecting their education is empowering – fueling self efficacy and the ability to successfully transition into higher education and/or employment
- High expectations informed by ongoing assessments foster a special education system that is fluid – enabling students to enter and exit as appropriate
- Special education staff are valued professional members of a school team
Inclusion Practices

Students who struggle academically or behaviorally flow through the Multi-Tiered System of Support (MTSS) process prior to being tested for special education services.

Campus administrators, learning coaches, assessment staff and parents participate in a collaborative process Admission / Review / Dismissal (ARD) to determine student needs and services provided.

Students with special needs are provided services in the “Least Restrictive Environment” (LRE).

Learning coaches provide prescribed modifications and accommodations according to the student’s Individual Education Plan (IEP).

A student’s IEP includes a schedule of services, goals and objectives, LRE, classroom accommodations, assessment accommodations, the present levels of academic achievement and functional performance (PLAAFP), and the transition to high school and career path.

Special Services Programs Provided at Springwoods Village Middle School

- **In-Class Support**
  CS is provided in the general education setting by special education staff. ICS allows for specific, targeted interventions relating to the course content to take place.

- **Collaborative-Teaching**
  Co-Teachers are responsible for providing differentiated instruction, interventions and enrichment within the classrooms for all students.

- **Positive Approach to Student Success**
  The PASS program is a district-wide behavioral management system that is designed for students with behavioral issues that are negatively impacting their academic progress. PASS is built on the belief that children with emotional and behavioral issues benefit academically from participation in the general curriculum and behaviorally from educational experiences with non-disabled peers.
• **Structured Integrated Learning Classroom**

The SILC program is designed to address the needs of students with a complex developmental disorder that affects how the student behaves, interacts with others, communicates, and learns. These students have deficits in the areas of communication, social skills and behavior that need addressing on an individual basis. Their needs require additional support to ensure academic success in the general education setting.

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**Admission, Review, and Dismissal Procedures**

*Culture 2:2 The school identifies in its inclusion policy all of its legal requirements and outlines the school’s structures and processes for compliance.*

**The process for admission into special education are:**

- The school receives consent from the parents for an initial evaluation.
- A licensed diagnostician or a licensed specialist in school psychology (LSSP) conducts initial evaluations of the student to determine area(s) of disability.
- ARD committee meets to review assessment results and determine appropriate services needed.

**The process for annual review while a student is receiving special education services are:**

- An annual ARD is held to review progress and update the individualized education plan.

**The process for dismissing a student from special education are:**

- The ARD committee meets if it is determined that a student no longer has an eligibility condition based upon an evaluation, or the student no longer requires an individualized educational plan (IEP).
- The ARD committee reviews the evaluation to determine if any less restrictive supports are needed (through 504 or MTSS) and the student is dismissed from special education.
Review Policy

Springwoods Village Middle School has an Inclusion Committee whose function is:

• Meet yearly to review and update the campus Inclusion Policy.
• Ensure the policy is in alignment with IB philosophies.
• Evaluate implementation of policy expectations.

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Springwoods Village Middle School Inclusion Policy

*Draft written June, 2019 by Melissa Lynch, IB Programme Coordinator
*Plan updated and adopted by Inclusion Committee October, 2019
*Plan updated February 2020
*Plan reviewed and updated by Inclusion Committee October 21, 2020
*Plan reviewed and updated by Inclusion Committee October 18, 2021