



Camerado Springs Middle School Inclusion Policy

Our Belief

Together with the International Baccalaureate (IB) World Organization, Camerado Springs Middle School understands and embraces the individuality of our diverse population. We recognize that such uniqueness may include obstacles that affect the educational experience of our students. Regardless, we are committed to meeting the multitude of academic, physical and social/emotional needs of our students through our policies and actions across our campus. All stakeholders agree that inclusion is a necessity and priority in facilitating the academic success of each and every student. In order to ensure the equitable and high quality education that we strive for at Camerado Springs, our students are encouraged to embrace and exemplify the traits of the IB Learner Profile that will create a positive and judgment-free environment.

Those who value the educational experience for all are:

- **Inquirers** - Those who possess the skills to become informed on different perspectives
- **Principled** - Those who regard others respectfully and take responsibility for their own actions
- **Open-minded** - Those who are open to and respect the differences of others
- **Risk Takers** - Those who approach challenges confidently and preserve the rights of others
- **Caring** - Those who are sensitive to the needs of others
- **Reflective** - Those who consider the implications of their actions and ways to improve

It is through these qualities that Camerado Springs students will assist in creating school climates that not only acknowledge the special needs of the student body, but that also appreciate and thrive off of the diversity on campuses. By embracing the diversity of our collective learning community, we are supporting the development of internationally-minded people.

Inclusion

The stakeholders of Camerado Springs Middle School understand that our students have come from many different backgrounds. We recognize and appreciate the variety of needs of our students and are committed to providing each student with a quality education. In order to do so Camerado Springs Middle School, in alignment with the International Baccalaureate World Organization, believes that inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. We encourage a culture of collaboration, mutual respect, support and problem solving.

Inclusion practices are flexible and promote equal opportunities to participate and engage in quality learning for all students. As such, all stakeholders support the concept of lifelong learning and the following principles of an inclusive education:

- The culture, policies and practices of the school shall be developed to include all students.
- All stakeholders shall provide insight regarding educational choices for students.
- The interests of all students must be protected.

- All students should have access to an appropriate education that affords them the opportunity to achieve their personal potential, without barriers.
- Successful inclusion of the majority of students with special educational needs shall be in general education (with skills training, strategies and support) when appropriate.
- An understanding that mainstream education will not always be appropriate for every student all of the time; however, there may be particular stages where it is appropriate for a student to receive mainstream education and students will be placed according to their needs.

Student Success Team (SST)

The SST provides intervention and educational support to all students at increasing levels of intensity based on their individual needs. The goal is to prevent problems and intervene early so that students can be successful with academics and behavior. Improvement for delivery of services to students with disabilities is an ongoing process. The Student Success Team consists of the Counselor, School Psychologist, Education Specialists, Principal, Assistant Principal and members from the Pedagogical Leadership Team. The team meets regularly to discuss concerns and strategies.

The SST will monitor student behavior and academics to determine if the student is responding to the prescribed interventions. In accordance with state and federal regulations, if additional support is deemed necessary, the team may request a special education and/or a 504 evaluation to identify if individualized supports and services are required. SST strategies are all inclusive and utilized for the betterment of all students.

Differentiation

Differentiation provides an avenue for effective teaching and learning so that all students are included and can be successful.

- Teachers differentiate through content, process, product, and learning environment.
- Teachers utilize ongoing assessment, both formative and summative, in order to guide instruction and identify what students know.
- Teachers monitor progress towards proficiency in order to ensure students are on target towards end of year academic expectations.

Communication and Review

Camerado Springs Middle School shares its Inclusion Policy with all stakeholders at the beginning of each school year in student information packets, parent handbooks, and links on the school website. The Student Study Team reviews the Inclusion Policy yearly to ensure its practices remain relevant and accessible for all students.

Works Cited

International Baccalaureate Organization, *Making the MYP Happen*: Geneva, Switzerland. 2000.

International Baccalaureate Organization, *Programme Standard and Practices*: Geneva, Switzerland. 2010.

We also gathered ideas for organization and wording from the following IB MYP school SEN policies: H. Clarke Powers Middle School, Loomis, CA; Parkway Middle School, Kissamee, FL; Eich T. Warren Middle School, Roseville, CA